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## Knowledge and attitudes of Iranian parents and students (age 11-18) about the new educational guidance program, and their perceptions of the guidance counselor's role

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KNOWLEDGE AND ATTITUDES OF IRANIAN PARENTS  
AND STUDENTS (AGE 11-18) ABOUT THE NEW  
EDUCATIONAL GUIDANCE PROGRAM, AND  
THEIR PERCEPTIONS OF THE GUIDANCE  
COUNSELOR'S ROLE

A Project Presented to  
the Faculty of the Department of  
Educational and Counseling Psychology,  
School of Education,  
University of the Pacific

In Partial Fulfillment  
of the Requirement for the Degree  
Specialist in Education

by  
Parvin Boroumand

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## Chapter 1

### INTRODUCTION

A backward glance at Iranian education over the last hundred years indicates that the changes which have occurred within the educational institutions have generally been associated with certain external determinants. Economic and political pressures from foreign powers have been important factors in preventing the country from developing its own educational system. Internally, political and social insecurities have prevented educational authorities from formulating a philosophy of education which recognizes the ultimate goal of education as individual development rather than economic and social development (Arasteh, 1969).

The educational philosophy and the technical details of the Iranian school system have been a copy of the traditional French system. Extreme centralization of administration, authoritarian methodology, theoretical rather than practical studies, stereotyped and overlooked curricula, and a policy of eliminating students who do not meet the arbitrary and rather artificial standards of academic excellency are the main characteristics of the system (Banani, 1961).

The problem of slowness is a reflection of the persistent cultural elements of a traditional society; disharmony is the outcome of the unsystematic way in which change has been introduced; and above all, inaction is apparently due to lack of high-level personnel. Some of



the present educational leaders of Iran believe that modernization and the accompanying reform will require that Iran assume full responsibility for an independent educational policy. They emphasize that adopting the products of Western civilization can only lead to frustration unless the underlying social, cultural, and spiritual foundations of these products are evaluated (Arasteh, 1969).

Iran is now trying to broaden its educational system, to re-examine its education, to re-define its purpose, and to re-evaluate its curriculum to meet the nation's emerging needs. The Ministry of Education has declared that in the present transitional period, change through the educational institutions must become a means of social reconstruction (Ministry of Education, Official Pamphlet, 1970).

Since 1961, the new Plan Organization directors have shown increasing interest in manpower needs by making a thorough assessment of the problem in order to establish requirements for skilled manpower and to make recommendations for the proper utilization of the available work force. Through four successive five-year plans of the Plan Organization, the government has initiated various manufacturing, agricultural, and construction programs, and is now directing some of its efforts toward programs for heavy industry (Plan Organization Official Publication, 1968).

The First and Second Development Plans, which laid the bases for technical and vocational training, were limited in scope. Projects and activities were conducted, but there was no inter-relationship between the different levels of education. The Third Plan extended the program, giving priority to primary education. Under the Third Plan, the aim for primary education was to provide educational facilities for sixty percent of the children in the seven to twelve year age bracket.

The Third Plan allowed for three types of teacher training, primary, secondary, and vocational. In spite of these efforts, the educational system in Iran has not been adequate for the needs of the country.

In practice, the emphasis place in the Third Plan on quantitative expansion has not resulted in qualitative improvement (Plan Organization Official Publication, 1968). The teaching methods and textbooks were outdated, the facilities were poor, and the dropout rate in vocational and technical schools was high. Less than three percent of secondary school pupils continue with their technical and vocational training.

At about this time, a number of national and international organizations attempted to further technical and vocational education in Iran in order to meet the increased need for skilled, semi-professional, and professional workers. The Ministry of Education, pressed by the need for technical trainees, set up a special department to administer vocational schools. This department seeks to divert more high school graduates into new technical and industrial trades instead of into the overloaded academic program. Several new technical institutes have been established by the Ministry of Education in order to accomplish this aim (Arasteh, 1969).

The Fourth Plan, begun in 1968, involved major changes in the educational structure of the school programs, and it also provided for a three-year guidance period. The school cycle, instead of being left as two six-year periods of primary and secondary education, was divided into three periods, consisting of a five-year primary period, a three-year guidance period, and a four-year secondary period. The curriculum of the three-year guidance period will include technical and vocational courses in addition to the theoretical courses which have, until now, been taught in the first three years of secondary school. The intent

of the guidance program is to create conditions which will develop the talents of young people while assisting them in their vocational choices in accordance with the social and economic needs of the country (Plan Organization Official Publication, 1968).

#### Statement of the Problem

Planning of educational and guidance programs is conducted without providing a way for parents and students to express their expectations of that program and without discovering how well the parents and students understand the program which is proposed.

Historically, education in Iran has been organized to allow for no involvement of the community in educational planning and change. Students and parents have had to accept the programs without expressing their attitudes toward these programs or raising questions as to their validity. A great number of students and their parents have not been satisfied with the services of the schools, and the result has been that they have lost interest in educational affairs. Consequently, they have tried to ignore all problems having to do with schools and education.

The Fourth Plan Program, while introducing counseling and guidance into the school program, nevertheless does not provide for an increased amount of parent and student involvement in the decisions which directly affect them. In order to gain information about the concerns and attitudes of people at all socio-economic levels during the process of the current reforms, direct inquiry from students and parents at the middle and lower socio-economic level is needed. Therefore, it seemed appropriate to survey the extent of the knowledge and the attitudes of Iranian school students and their parents toward the new educational

system. In addition, it appeared important to gain information about their perceptions and expectations of the role of guidance counselors in the schools.

#### Purpose of the Study

This study was conducted in order to do the following:

1. To determine the extent of the students' and parents' knowledge of the new guidance program.
2. To determine the students' and parents' expectations toward the role of the guidance counselor.
3. To determine the students' and parents' attitudes and reactions toward the new program.
4. To identify possible problems connected with the new guidance program.

#### Rationale

In the authoritarian situation, followers are not asked to accept or reject, but only to conform. Iranian authoritarian interpersonal relationships work effectively, if at all, only for very limited goals, involving a limited number of people, under direct supervision and most significantly for only a limited time. Most Iranians justify continuing the existing unrewarding authoritarian interpersonal relationship through conforming (Jacobs, 1967).

The idea of depending on the idea of elite innovation is hardly a novel concept to Iranians. This idea is based on the theory that it is the creative leaders who alone can innovate effectively and speedily, while it is the lot of the majority of the population to follow (Jacobs, 1967).

The purposes of education that are accepted and the procedures

used by a nation's leaders in implementing the program may promote enlightenment and progress for all citizens, or it may perpetuate ignorance and misery, or it may generate dangerous biases for many. Education has tremendous potential for good or for evil. Thus in any society the establishment of an educational program calls for some kind of plan and organization for carrying it out. The countries that believe education should serve the interests of the controlling group have generally developed a highly centralized system of education. In such countries the policies are developed primarily by the leaders and must be followed by all the people who are interested in operating schools. The entire educational program must be operated within the pattern established for the purpose of developing citizens who will contribute directly to the objectives and welfare of the group that controls the government. In contrast, in the democratically organized countries most public education have been primarily in the hands of the citizens (Morphet and others, 1967).

In Iran, freedom and community initiative have been discouraged because of the highly authoritarian and centralized system of education (Arasteh, 1969). In such an authoritarian situation, opportunities for suggestions or opinions of parents and students are not provided (Jacobs, 1967).

In the opinion of this investigator, it is a definite responsibility of the authorities and administrators to develop adequate mutual communication between their staffs and the community members. Students and their parents should be well informed about the educational programs and plans, so that they may react to the decisions which are made.

If youngsters are to receive an effective education, they and their parents must be given opportunities to show concern, to express their

opinions and attitudes toward the services they receive, and to participate actively in reaching educational goals. As Arasteh (1969) points out, during the last decade of the nineteenth and the first decade of the twentieth century, when the public was given freedom to be involved in educational affairs, they responded enthusiastically to the development of schools and educational reforms. These examples show that public participation in educational affairs, if adequately directed, can result in educational progress.

If the community is kept ignorant of the whys and hows of the educational program and its changes, they will feel trapped or threatened each time something new is announced. In order to make sure that the community would benefit from the new educational and guidance program, it seems necessary that a clear description of the program, of its purposes, and of the procedures used to implement the program be made available to the public, and that a study of public attitudes be made. This kind of feedback would be helpful in improving the programs.

With regard to the fact that the guidance program is a new phenomenon in the Iranian school system, this study proposed to find out the attitudes and opinions of the students and parents, as well as to find out the extent of their knowledge regarding the new program.

### Hypotheses

The following hypotheses were postulated with regard to this study:

1. The majority of the parents and students are not well informed about the organization of the new educational and guidance programs.
2. The majority of the parents and students are not aware of the purposes of the three-year guidance program.
3. The majority of the parents and students do not have knowledge about the curriculum of the three-year guidance program.



4. The majority of the parents and students are not familiar with the guidance and counseling methods which will be used in the schools during the three-year guidance period.
5. The majority of the parents and students are not familiar with the testing procedures used by the guidance counselors to provide information about students' abilities.
6. The majority of the middle class parents and students expect school counselors to provide only educational counseling; whereas the majority of the lower class parents and students expect school counselors to provide educational, vocational, and personal counseling.
7. The majority of the middle class students and parents expect the school counselors to respect their decisions regarding the students' educational and vocational choices; whereas the majority of the lower class parents and students expect the guidance counselors to take responsibility in making the decisions.
8. The majority of the middle class parents and students expect guidance counselors to provide counseling services for those who request help rather than for all students; whereas the majority of lower class parents and students expect guidance counselors to provide help for all students.
9. The majority of the middle class parents and students expect guidance counselors to provide help for both the students and their teachers; whereas the majority of the lower class parents and students expect guidance counselors to provide help for only the students.
10. The majority of the middle class parents and students are concerned about the improvement of the teachers' and guidance counselors' training program; whereas the majority of the lower class parents and students are concerned about the improvement of school facilities and equipment.
11. The majority of the middle class parents and students obtain their information about the new educational and guidance programs through the radio and newspapers; whereas the majority of lower class parents and students obtain their information through other sources.
12. The majority of the middle class parents and students accept the guidance counselors' suggestions on the basis of the counselors' qualification and fairness; whereas the majority of the lower class parents and students accept the guidance counselors' suggestions on the basis of the counselors' understanding and acceptance.
13. The middle class parents and students' perception of the weaknesses of the new program differs significantly from the

lower class students and parents' perception of the new program.

14. The middle class parents and students' preferred sources for obtaining guidance differs significantly from the lower class parents and students' preferred sources for obtaining guidance.
15. The middle class parent and students' judgments of their knowledge about the new program differs significantly from the lower class parent and students' judgments about their knowledge of the new program.

### Assumptions

The assumptions upon which this study was based follow.

1. Studying the attitudes and expectations of the students and parents toward the new program would be helpful in providing the services which are needed and in improving the programs.
2. By participating in this study, the parents and students would be motivated to obtain more knowledge about the guidance program.
3. By expressing their attitudes and opinions through their participation in this study, the parents and students would be encouraged to take a greater interest in educational affairs.

### Limitations

Since the investigator had only two months to spend in Iran, it was not possible to perform as extensive and as complete a study as might have been performed otherwise. Confronted by summer vacation, the investigator did not have an opportunity to administer the questionnaire to the students in the schools. The students were contacted personally in their homes.

Visiting schools, interviewing school principals and teachers, could have been of great help in getting more information and understanding of the new program, but because of the summer vacation these kinds of visits and interviews were limited to a few summer schools.



This study would have been more thorough if the upper class parents and students had been included in the survey.

### Definition of Terms

The following definition of terms are used in this study.

While some of the definitions are largely explanatory or descriptive, others more nearly are true definitions.

1. Iran: "A constitutional monarchy, Iran is a mountainous land, much of it a higher plateau region, in southwestern Asia. It has coastlines on the Caspian Sea and on the Persian Gulf of Oman. For neighbors, it has USSR, Afghanistan, Pakistan, Iraq and Turkey" (The World Almanac, 1972).
2. Plan Organization: The Government of Iran has developed four successive five-year National Development Plans to initiate various programs in industry, education, agriculture, and construction (Plan Organization Official Publication, 1968).
3. The New Educational System: Under Iran's new system of education, the school cycle has been revised. Instead of two six-year periods of primary and secondary education, the cycle has been divided into three periods: a five-year primary period, a three-year guidance period, and a four-year secondary period (The Ministry of Education Official Pamphlet, 1965).
4. Guidance Counselor: An individual who has undergone one, two, or four years of training in order to be able to administer tests of intelligence, aptitudes, achievements, and interests; to give adequate information about educational and vocational requirements to the students in groups; and to provide a cumulative record for each student (The Ministry of Education Official Pamphlet, 1970).
5. Guidance Program: The three-year period which has been established as an intermediate period between the five-year primary and the four-year secondary period is in fact a stage when the capacities and talents of the students are identified and used for the students' classification (The Ministry of Education Official Pamphlet, 1970).
6. Cumulative Record: A record which includes all the information about the student such as physical and developmental conditions, family background, educational background, test results, teachers' observations and recommendations, and other useful information about the students (The Ministry of Education Official Publication, 1970).
7. Group Guidance and Counseling: Guidance counselors arrange

group sessions with students, parents, and school staff, on separate bases, in order to give and get information about students (The Ministry of Education Official Pamphlet, 1970).

8. Group Testing: During the three-year guidance program, guidance counselors will administer intelligence, aptitude, achievement, and interest tests to the students in groups (The Ministry of Education Official Pamphlet, 1970).
9. Attitude and Opinion: Overt expressions of interest, or approval or other dimension of feeling, concerning a particular issue (English and English Dictionary, 1968).
10. Middle Class: "The member of society occupying an intermediate social and economic position between the laboring classes and those who are wealthy in land or money" (The American Heritage Dictionary, 1969).
11. Lower Class: "The class or classes lower than middle rank in a society" (The American Heritage Dictionary of the English Language, 1969).
12. Centralization: Centralization in the field of education means an increasing number of educational decisions made centrally by the National Government (Morphet, and others, 1969).
13. Authoritarian: "Characterized by or favoring absolute obedience to authority as against individual freedom" (The American Heritage Dictionary of the English Language, 1969).
14. Autocracy: A country whose leaders have unlimited power (The American Heritage Dictionary of the English Language, 1969).
15. Community: A group of people living in the same locality and under the same government (The American Heritage Dictionary of the English Language, 1969).

### Summary

Chapter 1 has dealt with the general matter of the problem with which this study is concerned. The need for the research was discussed along with the rationale for the study. The limitations of the study were set forth, and a definition of the terms used throughout the study was given.

Chapter 2 will contain a review of the relevant literature.

Chapter 3 will be devoted to a discussion of the methodology employed in this study, including the selection of the subjects and the data-gathering procedures. The presentation and treatment of the obtained data will comprise Chapter 4. The discussion of the findings of this study, the conclusions, and the recommendations will be reported in Chapter 5.

## Chapter 2

### REVIEW OF THE LITERATURE

#### INTRODUCTION

Educational guidance programs are a new phenomenon in the Iranian educational system. This study attempted to determine the extent of the knowledge of the Iranian parents and students about the educational and guidance programs, and the extent of their expectations of the guidance counselor's role. Since the present study was the first one of its kind, and since the new educational guidance program it focuses on is in its first stages, if Iranian literature and research exist relevant to this study, it was not available for inclusion in this chapter. However, Chapter 2 will be devoted to the review of the literature with regard to the guidance services in the United States and certain other countries.

In order to effect a more comprehensive interpretation of the data, the literature relevant to this study was reviewed in four major areas. They are (1) theoretical considerations relating to various conceptions of guidance, (2) theoretical considerations of different approaches to manpower planning and guidance, (3) studies concerning the need for guidance services, and (4) studies with regard to the parents and students' expectations of the guidance counselor's role.

## THEORETICAL CONSIDERATIONS RELATING TO VARIOUS CONCEPTIONS OF GUIDANCE

The discussion which follows presents an overview of the various conceptions of guidance and it focuses on clarifying some of the basic differences among the various views of guidance-personnel work.

### Various Conceptions of Guidance

Ruth Strang (1955), writing for the Year Book of Education, defines the guidance process as follows:

Guidance is the process of helping individuals through their own efforts to discover and develop their potentialities both for personal happiness and social usefulness.

The phrase "helping individuals through their own efforts" indicates that the role of the guidance counselor is to encourage initiative and self-direction on the part of the counselee. It implies faith in the potentialities for positive growth within the individual. There are no age limits. Guidance may help all persons of all ages in all walks of life. "To discover their potentialities" implies using all the methods available to the guidance counselor. These methods range from incidental observations to standardized tests, projective techniques, and psychiatric interviews. "To develop their potentialities" implies providing each individual with the experiences he needs.

Barry and Wolf (1957) discuss eight basic views of guidance-personnel work: (1) educational-vocational, (2) services, (3) counseling, (4) adjustment, (5) problem-centered, (6) educative, (7) developmental, and (8) integrated. These views are distinct and justifiable. An analysis of their characteristics and concepts furnishes a solid basis for understanding the guidance-personnel movement.

The Educational-Vocational View. According to Barry and Wolf (1957), the educational-vocational approach views vocational guidance as the process of helping each student to make a wise vocational choice, to prepare for and enter his selected occupational field. Since appropriate educational choices are primary steps in choosing vocational fields, educational guidance is also necessary. Theoretically, the educational-vocational view implies a balanced relationship between the needs of the individual and the needs of the society. In practice, however, present societal needs often carry more weight than the needs of the individual.

As Barry and Wolf in Modern Issues in Guidance-Personnel Work (1957) point out, inherent in the educational-vocational approach to guidance-personnel work is a special view of education--a utilitarian one. Such an educational system has for its real aim the preparation of students for the world of work. Thus, occupational studies furnish a starting point for vocational guidance.

Hutson (1968) points out that the credit for originating vocational guidance as social service is given to Frank Parsons. On making the wise vocational choice, Parsons said:

There are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages, and disadvantages, compensation, opportunities and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts.

Shertzer and Stone (1971) summarized the three major factors in Parson's method of vocational guidance as (1) man analysis, (2) job analysis, and (3) joint and cooperative comparison of these two sets of analyses.

The Services View. Based upon the psychological and psychometric studies of the 1920's, the services approach to guidance is a theory of individual differences. According to this theory, in order to see an individual as a "whole" it is necessary to view all the separate aspects in which he differs from others. According to this view, the student who can learn best is the one whose nonintellectual needs are met. Barry and Wolf (1957) report that this approach can supplement the total educational program of any institution whose primary purpose is the intellectual development of its students.

The Counseling View. Barry and Wolf (1957) further explain that in the counseling approach to guidance-personnel work, the chief function of the guidance-personnel counselor is therapeutic; he usually deals with only those students who have psychological problems. In this approach the individual must be helped to recognize and to find solutions to the psychological problems that lie at the root of his difficulties. Society is important insofar as it furnishes a background for understanding the individual. This approach is highly individualized, and it is relatively independent of the type of society in which it operates. Therefore, this approach can fit into any educational institution that assumes the responsibility for helping students with their psychological problems.

The Adjustment View. Traditionally, the adjustment approach to guidance-personnel work views the individual largely in terms of whether he conforms to or deviates from the norm. This approach is based upon the idea of helping the individual fit into his group and into society (Barry and Wolf, 1957). However, a new approach is gaining recognition. William H. Proctor conceptualized guidance as a



mediating force that helps the student cope with school and life forces. It was his opinion that students need help in selection of school subjects, extracurricular activities, colleges and vocational school. This approach requires assisting the student to know himself in his environment (Shertzer and Stone, 1971).

Theoretically, a guidance-personnel program based upon an adjustment view emphasizes two procedures: an extensive testing service for all students, and personal counseling for the deviates. This approach to guidance can further any educational program in which conformity, normal behavior, and normal achievement are important (Barry and Wolf, 1957)...

The Problem-Centered View. The problem-centered approach differs from the counseling and adjustment approaches chiefly in its emphasis and methods. The counseling approach emphasizes the individual; the adjustment approach, the immediate group; the problem-centered approach, the needs and demands of some particular society. According to the problem-centered approach, the individual is of necessity second in importance to immediate societal demands. Thus, societal needs and demands may dictate the particular individuals who will be categorized as belonging to a problem group and who will then receive guidance-personnel help (Barry and Wolf, 1957).

The Educative View. According to the educative approach to guidance, the teacher is the guidance-personnel worker and the curriculum is his medium. This view is based upon the assumptions that the classroom teacher knows the students better than any other person on a school campus knows them; that informal advice about educational plans and problems of adjustment to the school will suffice; that supply information is the major function of guidance-personnel work (Barry and Wolf,



1957).

The Developmental View. The developmental approach to guidance-personnel work stresses the necessity for making the process continuous and cumulative, not merely operative at times of crisis. A developmental approach to guidance is based upon the belief that all individuals are capable of progressively developed self-understanding, self-appraisal, and self-direction (Barry and Wolf, 1957).

Developmental guidance as a concept includes the active support of all school staff as well as community resource personnel. Its major goal is to help the individual attain his maximum development. This approach to guidance is based upon the idea that all individuals need guidance throughout their lives, that guidance should be directed toward the individual's ability to see himself accurately so that he can develop his capacities to the fullest extent for his own benefit and that of his society (Shertzer and Stone, 1971).

The Integrated View. Theoretically, the seven approaches that were described above focus on the student. Thus, guidance-personnel work is designed to do something about, to, or for students. The integrated view of guidance differs radically from the other approaches in one respect: it includes all members of the academic community. The integrated approach stresses self-understanding and self-development for all members of the academic community, not just the students. This approach also stresses mutual understanding, respect, and interaction rather than individual introspection (Barry and Wolf, 1957).

Shertzer and Stone (1971) describe different categories of guidance-personnel work. They discuss different approaches to guidance through examining some of the models that have been proposed for guidance. Their discussions of guidance approaches include (1) the Parsonian

Model, (2) guidance as identical with education, (3) guidance as decision-making, (4) guidance as a clinical process, (5) guidance as an eclectic process, (6) guidance as a constellation of services, (7) guidance as the science of purposeful action, (8) guidance as a developmental process, (9) guidance as social reconstruction, and (10) guidance as personal development.

As Barry and Wolf(1957) point out, each approach to guidance has its proponents; none is basically "righter" than any other. Differences among them exist because the individual is seen in a particular way, or a special facet of society is all important, or the individual is emphasized to the exclusion of the society.

Strang(1955) takes the position that any consideration of trends in guidance theory and practice must recognize the influence of the culture, including people's philosophy of life and education. The influence of the family and the local community, as well as of the conditions in the nation, must be recognized. In a society where the welfare of the State is of greater concern, the guidance process will be different from that of a State concerned with the welfare of the individuals.

With regard to the above analysis of the different approaches to guidance it can be inferred that the Iranian educational guidance program functions on the base of educational-vocational and problem-centered views of guidance. The Iranian guidance programs emphasize the needs and demands of the society as its major goal. The welfare of the country is of greater concern than the welfare of the individuals. According to the official publication of Plan Organization (1968), the young people are to be guided in selecting jobs with regard to the various specialized requirements of the country. The basic objective of the new educational guidance program is to prepare individuals for

participation in different fields of productive and economic development by recognizing their inherent talent.

This investigator concluded that a guidance program superimposed upon the schools and community would hardly be successful. Unless the people involved are knowledgeable of the major goals of the program, and unless they have acquired the requisite philosophy, conviction, and skills to take part effectively, the guidance program would be far from a success.

#### THEORETICAL CONSIDERATIONS OF VARIOUS APPROACHES TO MANPOWER PLANNING AND GUIDANCE SERVICES

Glanz (1964) pointed out that guidance has become an instrument of national policy. It has also become a major tool of an educational process that is dedicated to the total development of manpower within societies.

##### Various Approaches to Manpower

At this time in human history societies everywhere feel the need to modify their educational enterprises in order to accommodate them and, by doing so, to accommodate themselves to the demands of technological transformations. Manpower planning has become one of the basic tools of this educational decision-making (Cummings, 1970).

Cummings summarizes five of the most commonly utilized strategies for initiating manpower planning, giving the rationale for manpower planning based upon the relationship of economic development and education. There are two parts in such a planning process: first, the estimation of the occupational characteristics of the labor force; and,

second, the translation of these estimated characteristics into educational requirements.

Extrapolation Method. The extrapolation is based on the assumption that the environment of economic and social forces which generated changes in the recent past will continue to operate in the same direction in with the same magnitude in the future. Extrapolations in individual occupations or in limited groups of occupations were used by the Canadian Department of Labor in 1957. This method of manpower planning was also used for one sector of the economy by the Swedish Royal Commission on Higher Education. In 1963, the National Science Foundation in the United States applied the extrapolation method with regard to the requirements and supply of scientists, engineers, and technicians (Cummings, 1970).

Employer Estimates Method. Another method used in manpower training is to survey prospective employers. This approach was used in manpower studies prepared in Iran, 1961; in Jamaica, 1962; in Great Britain, 1960; in the United States, 1965; in the Philippines, 1966; and in the Federal Republic of Germany, 1957 (Cummings, 1970).

Gross-Analogy Method. The gross-analogy approach is based on historical or international comparison. The underlying assumption of this method is that certain homogeneous conditions must be found in all economies. The gross-analogy approach was used for manpower planning in Puerto Rico, Peru, Czechoslovakia, and in some areas of East Africa (Cummings, 1970).

Hollister's examination of empirical data from a range of sources provides very little evidence to support the hypothesis that all economies will follow closely similar patterns in the "growth path" of the occupational distribution of their labor force (Cummings, 1970).

Multiplier Method. In the multiplier method approach one or more elements of the occupational structure are related to some selected independent variable such as gross national product, or some elements of the population. Based on the assumption of the direct positive relationship between productivity and education, this approach was used in Pakistan. Other countries such as Spain, Italy, Yugoslavia, Greece, Turkey, and France have utilized the multiplier approach in manpower planning efforts (Cummings, 1970).

Comprehensive-Sectorial Method. The comprehensive-sectorial method includes the entire labor force, which is divided into exhaustive categories, and each category is, in turn, subdivided into the sectors of the total economy. The advantage of this approach is that it assumes consistency in the manpower projections (Cummings, 1970).

#### Guidance Counselor and Manpower Planning

Healy (1972) points out that failure to increase training opportunities can lead to one of two consequences. Either there will be many skilled jobs vacant and many more unskilled, unemployed persons idle, or there will be many workers performing below par because of the lack of jobs.

Moore and Gaier (1963) point out that the counselor is often viewed as a facilitator of the solution of present manpower demands. According to them, a non-critical acceptance of this view could lead to two possible dilemmas. The first is the possible conflict between present demands and possible future needs. In each generation, there is undue interest in and pressure for channeling manpower into certain occupational groups. If the counselor becomes a part of such activity and perhaps does more "selling" of occupations than counseling, he may be

rendering a disservice to the possible future needs of manpower.

While it is necessary and important that industry and government make every effort to fill immediate demands in the national interest, perhaps counselors should be cautious about becoming an integral part of such efforts. Their role might be more effective and pervasive if they continue to help students explore and understand the wide variety of occupational opportunities and the importance of many occupations in the future national interest.

The second dilemma arises from the first. The counselor may put immediate manpower needs above the interest of the individual student. He must, therefore, be careful not to lose sight of his responsibility to the student.

Healy (1972) discusses several solutions that guidance that guidance counselors might utilize in the task of reducing the waste of human resources brought about through misplacing individuals. A counselor can help his client both in planning a training program that will develop more than one skill and in remaining flexible about accepting a job location. Another source of increased training opportunity is on-the-job training. The counselor can work with employers and employer groups in expanding such opportunities for the students.

Those who assume that the guidance counselor is to solve the manpower training problems through serving only the immediate institution or community, underestimate and distort the true significance of the guidance counselor's work. Guidance is strong only as it serves the process of individual growth, not as it serves the manipulative ends of community, nation, or culture. (Glanz, 1964).

The above discussion of manpower planning indicates that many nations all over the world, in one way or another and through different



methods, are involved in manpower training programs. It also implies that the total development of manpower within a society, directly or indirectly, reflects upon the educational system and guidance processes of that society.

Since manpower planning programs seem to be inevitable, the main concern of guidance-personnel should be of how human potentialities can be utilized. As Glanz (1964) points out, the process of the utilization of human potentialities depends upon two factors: one, the nation's decisions to turn needed educated talent to national use; two, the maximum growth of human talent through educational processes.

For the guidance counselor to do an effective job, it is important to realize that through education it is possible to alleviate the present manpower shortage without damaging freedom or individual choice. This freedom can instead be enriched through the guidance process, for persons can grow to the height of their potentialities (1) when they know their potentialities, (2) when they have the opportunity to develop them through education, (3) when they know about the complex, rapidly-changing career picture, and (4) when they are motivated to develop their potentialities and to relate them to the opportunities of the society (Glanz, 1964).

The above discussion is limited to a theoretical base because empirical studies and research are needed to substantiate their effectiveness.

#### STUDIES CONCERNING THE NEED FOR GUIDANCE SERVICES

Guidance, as Cowley said, cannot be left to incidental learning; neither can it be left only to designated guidance personnel (Wegner, 1964).

According to Brewer (1942), in the United States four conditions, among others, all act together and have led to the development of vocational guidance. These are, first, the fact of the division of labor; second, the growth of technology; third, the extension of vocational education; and fourth, the spread of modern forms of democracy. The first three conditions made a basis for vocational adjustment necessary; the fourth, democracy, set up a basis for guidance through counseling not advice-giving, for allowing self-determination and freedom within certain limits, and finally for one's own decision (Wegner, 1964).

Perrone and Gilbertson (1968) conducted a study to determine the need for pupil personnel and related services in 17 public school districts and 13 private school systems in central-western Wisconsin. It was found that 87 per cent of the teachers in these school districts identified pupils who would have a better learning experience in the classroom if the pupils were better understood. A random sample of 10 per cent of the pupils, some identified by teachers and some identified through their anecdotal records, was chosen. Their records were reviewed by 10 pupil personnel specialists for their diagnosis and recommendations. The major recommendations indicated a team approach essentially utilizing case study methodology (Personnel and Guidance Journal, 1968).

#### Guidance Activities in Selected Foreign Countries

Guidance programs are, at best, only in the experimental stages in most countries other than the United States. Mitchell (1967) attempted to gather information about guidance and to determine the extent of guidance available in selected European countries. A questionnaire was distributed to various appropriate educational agencies in Austria,



Belgium, Denmark, Finland, France, Germany, Norway, Switzerland, Turkey, and one North African country—Tunisia. The following descriptive summary of the questionnaire provides a brief discussion of guidance activities in specific countries.

In Austria, there has been an effort to extend all types of guidance services since the war, but as a result of a definite felt need there is an emphasis on vocational guidance.

In Belgium, guidance services are offered by the public, on one hand; by the church, on the other hand. There is also an educational and psychological testing service, which is used for the purpose of classifying children according to their mental age. Educational and vocational guidance takes place when the child leaves primary school. In Belgium there is an emphasis on vocational guidance as well as a recognition of psychological testing.

In Denmark, there is no institutionalized guidance. However, there is a tendency for the principal and teachers to be ready to help pupils who want guidance, but not to press those who wish to work out their problems unaided. Youth schools are available as evening schools for young people who have not yet chosen their occupations.

In Finland, organized and formal guidance activities exist in institutions of higher education. Most of the guidance activities are organized by different student organizations.

In France, educational counseling has not yet become general. But in the secondary schools there are extensive informational services giving details of specialized schools and studies. The emphasis is on directing children more efficiently into the type of study for which they are best suited.

In Germany, there appears to be more concern with the atypical

child rather than with the majority of the children.

In Norway in 1947, a Norwegian law concerning employment made provision for guidance services. Guidance services are offered by the Directorate of Labor, which has district offices in each county. The guidance services are offered individually for young people who visit the offices of the guidance officer, or for classes in schools. During the last year in primary school, pupils are given information about the prospects of employment and the types of training required for various occupations.

In Switzerland, as in most other European countries, the concept of guidance has a vocational orientation. Several towns and cities have established special grades for vocational guidance. These grades are open to pupils of the ninth grade. There is an attempt to help the student choose an occupation while continuing with the normal curriculum.

In Tunisia, organized guidance programs exist in the schools. These programs are financed by the Secretariat of State of Social Affairs. Guidance programs offer students individual counseling as well as informational service.

In Turkey, there are some guidance programs in the more progressive and experimental schools. The Turkish Research and Measurements Bureau has a Guidance Department whose major objective is to develop methods and materials for guidance services in the public schools (Mitchell, 1967).

#### Guidance in Socialist Countries

Drapela (1971) reviews the stated goals of Marxists guidance, and identifies the foundations of guidance in the Soviet Bloc in terms of Marxist philosophy and social doctrine.

Socialist literature strongly implies that the collectivist life style creates socially sensitive persons who possess altruistic character traits; whereas, individualism fosters selfish exploitation of one individual by another.

Methodology of Marxist Guidance. The aim of Marxist guidance in the Soviet Bloc is the creation of an ideal socialist man who has acquired a set of clearly defined characteristics (Lange, 1963). As Tucek (1966) points out, the inexperienced young person should not be permitted to form his own philosophy of life. It is the obligation of the Communist Party to supply leadership in guiding youth (Skalka, 1965).

Normative Approach. Soviet Bloc schools do not have specialized guidance personnel. Every teacher is expected to be a counselor and to give guidance; every classroom is to be a guidance center. Since Marxist guidance is directive, the guidance educator is to be perceived by the students and parents alike as an authority figure (Drapela, 1971).

Some communist educators such as Barta (1962), Vrzal and Kloubkova (1962) have questioned the effectiveness of the "educative model" of guidance. Also in Czechoslovakia proposals have been made for the creation of a comprehensive guidance service. However, these plans were never implemented (Drapela, 1971).

Dialectic Approach. According to Lenin's explicit wish, communist guidance has adopted the dialectic method. This method follows the pattern of creative contradictions and "dynamic" reconciliation.

To develop his full potential, the young person must be exposed to a series of creative contradictions. First, he is made to realize that he lacks skills and effective behavior patterns (thesis). The guidance educators, with the cooperation of the class collective, present specific societal demands which are to be met (antithesis). The student is

constantly motivated toward self-improvement, not only for his own sake, but primarily for the sake of the society. He tries to solve the conflict by reaching the proposed ideal. A new behavior pattern emerges (synthesis).

The individual is to be guided in his vocational choice by the needs of the national economy rather than by his personal choice or preferences. Social guidance educators, who get their information from the various long-term economic plans formulated by official government agencies, direct their students accordingly (Drapela, 1971).

The above discussion of the guidance program in socialist countries indicates that Marxist guidance is directive or advice-giving. It rejects counseling, especially nondirective counseling, as an approach to guidance. Marxist vocational guidance intends to promote in youth appreciation of work in general and of manual labor in particular.

As Zebner (1961) and Bauer (1959) point out, in socialist countries psychological testing according to Marxists guidance is considered to be useless and artificial. It is also seen as a bourgeois tool of discrimination against children from lower socioeconomic classes (Drapela, 1971).

As Wall pointed out in the Yearbook of Education (1955), the demand for guidance services has arisen independently in a number of different situations in the European countries, but the first, and in many ways, the most extensive need is that expressed by the schools and the educational systems generally.

According to Castle (1955), since universal education is compulsory, the need for recognizing individual differences has become a matter of urgency. Universal education has likewise led to the expansion of the secondary educational programs. This expansion, accompanied by an increasing number of large schools and a more closely interlocked

school system, has required objective methods of educational guidance, as opposed to methods relying solely on the judgment of teachers and administrators.

Generally speaking, one might conclude that guidance is beginning to be recognized as a field that can meet some rather pressing needs brought about by the changing sociological conditions such as universal education, manpower shortage in certain fields, and changing family patterns. Many of the same problems that brought about the development of organized guidance in the United States are also serving as stimulants to the development of organized guidance services in other countries. Judging from the review of guidance programs in selected foreign countries, foreign guidance programs might follow a similar course to that in the United States: first emphasizing vocational guidance, then testing, and later developing into a program designed to help individuals to develop their potentialities for personal happiness as well as social usefulness (Mitchell, 1967).

#### STUDIES CONCERNING THE GUIDANCE COUNSELOR'S ROLE AND SCHOOL GUIDANCE

##### Social Factors and Counselor Role

Like many other groups of educators, guidance-personnel workers have always been profoundly influenced by forces outside their own field and by public opinion. Therefore they have to be receptive to the special demands and needs of the community and of the larger society. What is needed is a careful assessment by all concerned of the current demands in terms of revision and an explanation of the programs (Barry and Wolf, 1957).

Weinberg and Skager (1966) reported the results of an investigation

into the relationships between social status measures and the extent of involvement of high school students in career and adjustment counseling. It was found that the occupation and education of the parents were not related to the amount of career counseling; but rather, that career counseling was based on the students' own status in relation to their peers. This finding suggested the hypothesis that the dynamic aspects of students' personal lives, rather than the more static demographic characteristics, co-vary with their involvement in the career guidance function (Weinberg and Skager, 1967).

In another study, using polarized groups of highly counseled and non-counseled students, Weinberg and Skager (1967) investigated the relationship of status factors to the amount and kind of counseling. They also focused on the students' attitudes toward various social issues and toward the role of the self in society. Students were asked to respond to a questionnaire providing information about counseling, career counseling, and non-career counseling, family social status, and school activities.

It was found that the amount of career counseling students receive is clearly related to the extent of their participation in highly valued school activities. Weinberg and Skager's study also suggested that a parental model is related to the student's utilization of career guidance services. However, the model has nothing to do with parental social class status, but it is based on the parental involvement in social and recreational activities. The function of career counseling services does not appear to be perceived in the same way by male and female students. Not many factors appear to be associated with the amount of non-career counseling.

Graff and others studied social class differences in reaction to



school guidance. The students were drawn from enrolled seniors of three high schools in a rural-urban community in southern Illinois, their socio-economic status derived from the Hollingshead "Two Factor Index of Social Position." A 16-item questionnaire was used to obtain the data. It was found that the majority of upper and lower class students were aware of guidance facilities and counselors available through their schools; it was also found that the majority of these students also had had individual and group contacts with counselors. However, the findings indicate that the upper class students received more assistance from the counselors than did the lower class students (Graf and others, 1971).

Grande (1968) examined the attitudes of secondary school students and counselors toward school guidance. He pointed out that previous research dealing with the various viewpoints toward school guidance suggests that parents favor more extensive guidance programs than do either the students or the teachers (Perrone and others, 1965). In his study Grande compared the attitudes toward school guidance held by 29 certified counselors, representing as many different states, who were enrolled in an advanced NDEA Institute in Guidance and Counseling, and the attitudes held by students who were selected from among the participants in the summer program for the disadvantaged.

The findings indicate that the counselors regard the guidance program as an important element to the total value of the school; they believe that the removal of the program would leave a serious void in the school program; they believe, rather, that the guidance services need to be extended. On the other hand, students feel that the program is not essential but that it has something to offer, that specialized guidance personnel are "outsiders" and that the guidance program



confuses student and makes them doubt their individual judgments.

The above studies and other studies similar to these have basic implications for the school counselors; In order to communicate more effectively with the students and their parents, counselors need to learn more about the expectations, attitudes, and opinions of the students and parents from all social strata, especially about the lower class students.

#### Parents' and Students' Perceptions of the Role of the Guidance Counselor

Ripe (1971) pointed out that many counselors are still identified as advisors by many students, parents, teachers, and administrators. These publics expect counselors to know something about educational and vocational opportunities and to advise students about them. When it comes to providing help with personal problems, however, they do not seem to view this help as a significant counselor function.

Ripe examined the responses of ninth-grade junior high school students in Macomb County, Michigan, regarding their perception of the counselor's role, the amount of counselor assistance, and comparative utilization of counselor assistance. The data revealed that the counselor was identified as a person who helped with educational plans, with school problems, but that he was not easily distinguished from a teacher or a principal, as evidenced by the larger percentage of uncertainty. Although the findings of Ripe's study are limited by the demographic parameters and the nature of the questions asked (the students were asked to evaluate their counselors rather than counselors in general), the consistency of responses from one school to another does indicate in some ways how students perceive the counselor's role.

Hanson (1967) investigated parental expectations relating to the

counselors' role in their children's academic success and personal development. A random sample of middle class parents of junior high school students in San Diego, California, was selected. A questionnaire was developed and sent to the parents. A high percent of the parents perceived their children's counselors' role as directly connected with the academic areas. Over 97 per cent of the parents believed that counselors could assist in teacher-student problems. Parents saw the counselor as a person who should (1) see their children at least once a year, (2) help their children with their teachers, (3) give their children suggestions but let them choose what they wish to do, (4) expect parents and students to assume responsibility, and also (5) help the children to adjust to school.

The findings of Hanson's study agree with the findings of a study done by Strowig and Sheets (1967) in that non-authoritarian counselors appeared to be of greater help to counselees, and that parents did not wish to discuss their children's problems in group situations; whereas, in contrast, Shaw (1966) showed that parents preferred group discussions of their children's problems (Hanson, 1967).

Jacobs and others (1971) in their study of the parents' perception of the role of the counselor came to the conclusion that there was a general agreement between parents on the function of the counselor with regard to educational and vocational counseling. The parents' perception of the counselor's role agreed with what the counselors themselves feel they should be doing. This study showed that parents had a good understanding of the counselor's role in the school where the study was conducted, and that most parents were anxious to work cooperatively with the school to help their children. Although the findings of Jacobs' study is limited to one specific school in which the guidance workers

were in close contact with parents, the results indicate that in the situations in which the guidance department of the school does an acceptable job of interpreting the work of that department to the public, the parents reflect satisfying experiences with the counselors.

Dunlop (1965) conducted a survey of the attitudes of parents, students, counselors, and high school administrators to determine their perceptions of the counselors' performance of various tasks such as educational, vocational, personal counseling, and testing. It was found that all groups reacted favorably to the counselor as a performer of tasks associated with educational and vocational counseling. Sharp differences were observed among these groups in their reaction to the counselor's task as it related to personal counseling. The students showed a level of agreement that was significantly less than that demonstrated by the other groups. These groups were in agreement that the counselors should be capable in the area of testing and diagnosis.

Other studies (Bergstein and Grant, 1961; Camp and Rothney, 1970) found that students and parents support educational and vocational counseling as being a task which should be performed by the counselor. Bergstein and Grant indicate that parents perceived school counselors to be more helpful than school principals and family friends. In still another study (Hulform, 1960) it was found that high school students feel that students who are performing well academically and socially need less counseling than students who are intellectually inferior, socially immature, and unrealistic in their aspirations.

On the basis of the above studies it seems clear that the efforts made by counselors to perform educational and vocational counseling are welcomed and approved by both parents and students, that parents and

students will take action on the counselors' suggestions, but they expect to have the freedom to choose for themselves. In order to enhance or secure a distinctive identity, it appears that counselors will have to redress the imbalance between counseling and advice-giving, and the imbalance between educational-vocational planning and helping with personal problems.

The above studies clearly show the significance of surveying the attitudes and expectations of the public toward the school guidance programs and toward the guidance counselor's role. For those countries which are in the first stages of developing guidance programs, it appears crucial to investigate the public's opinions and expectations with regard to such a program.

#### SUMMARY

In this chapter a review of literature was presented with regard to the four major areas relevant to the present study. A review of the theoretical considerations relating to various conceptions of guidance was given, and also the theoretical considerations of the different approaches to manpower planning and guidance. Studies concerning the need for guidance services in a few European countries and in the Soviet Bloc were reviewed. In order to effect a more comprehensive interpretation of the findings of the data gathered during this research, studies concerning the parents and students' expectations were also examined.

## Chapter 3

### METHODS AND PROCEDURES

This chapter describes the population sample and the method of sampling used in this study. Also described in this chapter is the construction of the questionnaire which was administered to parents and students and from which the data base for this study was obtained. Included are the data processing procedures used to analyze the data collected from the questionnaires and interviews.

### SELECTION OF THE SAMPLE

There is no rigid class distinction in Iran, even though Iran has been more autocratic than democratic. The Iranian system of stratification is based on the differentiation of leaders and followers. Iran has a mobile society, in that almost anyone in the system is always subject to radical change of fortune, up or down, due to social and economic insecurities.

This study was done in Tehran, the capital city of Iran, which has a population of two and a half million, and which is fairly representative of the urban population of the country at large. The fact that the educational system in Iran is based on extreme centralization eliminated the problem of having to study different programs and different methods of guidance and counseling all over the country, excluding

the rural schools.

Although there are not distinct rich or poor districts in Tehran, nevertheless, the people who live in the northern part of the city come from a higher socioeconomic status than do the people who live in the southern part of the city. The people in the southern part of the city include mostly the working class and the people of low socioeconomic status.

The sample selected for this study includes 380 parents from the northern part of the city and 240 parents from the southern part, making a total of 620 parents. Among the families from northern Tehran were teachers, housewives, social workers, physicians, businessmen, and other professional persons. Among the families from southern Tehran were skilled and semi-skilled workers, craftsmen, factory workers, and shopkeepers. Within both groups were less than six families in which the father had no stable employment; also within both groups were a total of three fathers who were jobless. All of the parents from the north district were well enough educated to complete the questionnaire. Most of the parents from the south district were not well enough educated to complete the questionnaire, so the interviewer read the questionnaire aloud to them, making the wording simple enough for them to understand, obtaining their responses orally. From both groups of parents, a total of 430 subjects responded in writing and a total of 190 subjects responded orally.

A total number of 188 school children in grades five through twelve from both districts received the questionnaire. Of this number, 100 were from northern Tehran and 88 were from southern Tehran. A total number of 180 gave written responses, and eight gave oral responses. (See the accompanying table.)

Number of Oral and Written Responses by  
Both Parents and Students from  
Northern and Southern Iran

Area of City	Number Responding			
	Orally		In Writing	
	Parent	Student	Parent	Student
South	190	6	50	82
North	-	2	380	98
Total	190	8	430	180

To draw a random sample from both the northern and southern districts, and to reduce the possibility of bias entering the selection process, parents were chosen from every two or three houses on every second street. Children selected for the sample from both districts were chosen from every two or three houses on every second alternate street from those on which the parents were selected.

#### COLLECTION OF THE DATA

To collect the data, a questionnaire was developed by the investigator. In cases in which parents or students were not qualified to fill out the questionnaire, the questions were read to them (if necessary the wording was modified to reach their level of understanding) and their answers were recorded by the investigator. To obtain the answers to the questions of the second part of the questionnaire, in some cases, an



explanation of the terms such as "guidance Counselor" and "educational or vocational counseling" was necessary.

In addition to the data collected personally by the investigator, several descriptive pamphlets about the new educational and guidance programs were provided by the offices of Educational Planning, which are part of the Ministry of Education.

#### DEVELOPMENT OF QUESTIONNAIRE

To develop the questionnaire the literature was searched for suitable brief statements that could serve the purpose of a scale. The suggestions of Fox (1969) were followed in constructing the questions:

- (1) The items should be short enough not to be rejected.
- (2) The items should be sufficiently interesting to respondents.
- (3) The items should be consistent in depth of content.
- (4) The items should be written to elicit definite responses.
- (5) The items should be written so as to require answers which are not too obvious.

Of these suggestions, the most difficult problem facing the investigator was the writing of questions which would elicit responses genuinely indicative of the attitudes and opinions of the group.

Some of the questions were devised from information contained in the pamphlets from the Ministry of Education, and a number of additional questions was developed by the investigator to include certain areas of concern to this study. The questionnaire was divided into three main parts. In the first part, the questions were to be answered "yes" or "no" according to the respondent's knowledge of different aspects of the

new educational and guidance program. The second part was a series of statements concerning the guidance counselor's role which was to be responded to by the words "agree," "disagree," or "uncertain." To prevent the limitation of the closed form answer, which fails to yield information of sufficient depth, some open-end questions were included as part of the questionnaire. This part permitted the subjects to answer freely and fully in their own words and from their own frame of reference.

A preliminary draft of the questionnaire consisting of 40 items was administered to a group of twenty parents and fifteen students. As a result of this process, ten items which were not relevant to the present study were omitted. The final draft of the questionnaire consisted of thirty items. The frontal page was allocated to explicit instructions.

The questionnaire was designed to investigate the three major areas of concern of the study. The first twelve items were developed to determine the extent of the knowledge of the parents and the students of the new educational and guidance programs. The second part consisted of twelve items and was designed to study the students' and parents' perceptions and expectations of the guidance counselor's role. The third part of the questionnaire consisted of six open-end blanks and was developed to find out about the students' and parents' attitudes, reactions, and suggestions with regard to the new guidance program.

The questionnaires were presented to respondents personally. Meeting the subjects individually was time-consuming; but there were several advantages in using that method. The investigator was able to explain the purpose and significance of the study, clarify points, answer questions, and motivate respondents to answer questions carefully and

truthfully.

The questionnaire developed for the students was basically the same as the questionnaire developed for the parents, except for some changes to simplify the language and make it compatible with the students' level of understanding.

#### DATA PROCESSING PROCEDURE

The data obtained from the questionnaire was analyzed for the percent of the respondents of each of the four groups of the middle and lower class parents and students who gave the same answer to each item. This procedure was used in order to describe the sample and to inspect the overall results of the survey.

To determine whether the observed frequencies were significant, the chi-square test was considered the most appropriate statistic to be employed. The chi-square tests were also used to determine if there was a significant difference between the middle and lower class parents and students. The .01 level of significance was set as the lowest acceptable level for determining the significance of the observed frequencies.

The following null hypotheses were statistically analyzed:

1. The number of parents and students who are well informed of the organization of the new educational and guidance program does not differ significantly from the number of parents and students who are so informed.
2. The number of parents and students who are not aware of the purposes of the three-year guidance program does not differ significantly from the number of parents and students who are thus aware.
3. The number of parents and students who do not have knowledge about the curriculum of the three-year guidance program does not differ significantly from the number of parents and students who have the knowledge.
4. The number of parents and students who are not familiar with the guidance and counseling methods used in schools

during the three 6-year guidance periods does not differ significantly from the number of parents and students who are thus familiar.

5. The number of parents and students who are not familiar with the testing procedures used by guidance counselors to provide information about the students' abilities does not differ significantly from the number of parents and students who are thus familiar.
6. There is no significant difference between the middle and lower class parents as well as between the middle and lower class students with regard to the kind of counseling they expect from guidance counselors.
7. There is no significant difference between middle and lower class parents and students with regard to their expectations of the guidance counselors' role in making decisions.
8. Middle and lower class parents and students do not differ significantly in their expectations of the counselors' role with regard to the kind of counselee.
9. There is no significant difference between the middle and lower class parents' and students' expectations of the guidance counselors' role as a helping figure.
10. Middle and lower class parents and students do not differ significantly in their suggestions for improvement of the new program.
11. There is no significant difference between the sources through which middle and lower class parents and students obtained their information about the new guidance program.
12. There is no significant difference between middle and lower class parents and students with regard to their conditional acceptance of the guidance counselors' suggestions.
13. There is no significant difference between middle and lower class parents and students with regard to their perceived weaknesses of the guidance program.
14. There is no significant difference between middle and lower class parents and students with regard to their preferred sources for obtaining guidance.
15. There is no significant difference between middle and lower class parents and students with regard to their judgment of their knowledge about the new educational program.

To test the null hypotheses 1, 2, 3, 4, and 5, which state that there was no significant difference between the number of parents and students who were or were not knowledgeable of the new educational and guidance program, chi-square tests of significance were computed for each item to determine if the obtained frequencies for those parents and students who gave "no" answers were significantly different from those who gave "yes" answers to each item.. Chi-square tests were also computed to determine if the obtained frequencies for the middle and lower class parents as well as the middle and lower class students were significantly different for each item.

To test the null hypotheses 6, 7, 8, and 9, which state that there was no significant difference between the middle and lower class parents and students in their expectations of guidance counselors' role, chi-square tests were computed to determine if the obtained frequencies for the middle and lower class parents as well as the middle and lower class students were significantly different for each item.

To test the null hypothesis 10 through 15, chi-square tests were computed to determine if there the significant differences between the middle and lower class parents and students with regard to their answers on each item of the last part of the questionnaire.

#### SUMMARY

The methodology of this study was discussed in this chapter. The population and the instrument used to gather the data were described. The procedures used in administering the questionnaire and the questionnaire devised for this study were also explained. The presentation and treatment of the obtained data will be included in chapter 4.

## Chapter 4

### ANALYSIS AND PRESENTATION OF THE DATA

This chapter presents the statistical treatment and analysis of the data obtained from the thirty-item questionnaire devised by the investigator.

A total number of 620 parents and 188 school children from both middle and low socioeconomic status answered the questionnaire. The respondents were categorized into four groups: (1) middle class parents, (2) middle class students, (3) lower class students, (4) lower class parents. The school children came from grade five through twelve.

The questionnaire was composed of thirty items, divided into three parts. Each part was designed to investigate one of the three main areas of concern of the present study: (1) students and parents' knowledge of the new guidance program, (2) students' and parents' expectations of guidance counselor's role, (3) students and parents' reactions and opinions toward the new program. The data gathered for this study was analyzed and interpreted with regard to the three areas of concern and their sub-parts.

The data obtained from the questionnaire was analyzed and interpreted for all four groups of middle and lower class students and parents, separately, according to the

Table 1

Summary of the Three Areas of Concern  
and the Identification numbers of  
the Items Designed to Investi-  
gate Each of These Areas

Areas of Concern	Numbers of the Items Deal- ing with Areas of Concern
A. Knowledge about the new program	
1. Organization	1, 2, 3, 7, 10
2. Curriculum	5
3. Purposes	4
4. Testing and Counseling Methods	6, 8, 9, 11, 12
B. Parents' and Students' Expectations of Guid- ance Counselors' Role	
1. Kind of desired Counsel- ing	13, 14, 15, 18
2. Kind of Counselee	16, 17
3. Counselor as a Helping Figure	19, 23
4. Counselor as a source of Information	20, 24
5. Counselor's Role With re- gard to Making Decision	21, 22
C. Students' and Parents' Reactions and Opinions Toward the New Program	
1. Perceived Weaknesses	25, 29
2. Suggestions for Improve- ment	27, 28
3. Sources of Obtained Im- formation	26
4. Preferred Sources of Receiving guidance	30



per cent of respondents who gave the same answer to each item. For further statistical analysis chi-square tests were used to determine the significance of the obtained frequencies.

Since the last part of the questionnaire included open-end questions, similar answers were grouped into categories and the per cent of the respondents giving similar answers were found for each of the four groups.

Thirty-two tables present the summary of the findings of the data obtained from the questionnaires. Table 1 presents the summary of the main areas of concern, their sub-parts, and the number of the items designed to investigate each of these areas.

Treatment of the Data Regarding the Extent of the Knowledge of Parents and Students of the New Education and Guidance Program in Iran

The first part of the questionnaire, dealing with the first area of concern, was to determine the extent of the knowledge of the Iranian parents and students with regard to the organization of the new program, purposes of the three-year guidance program, the curriculum of the three-year guidance period, and the methods and procedures which are used in testing and counseling the students for appropriate fields of study.

The data for this part has been analyzed and interpreted for each of the four sub-parts separately. For each

Table 2

Per cent of Parents and Students Who  
Gave "Yes" or "No" Answers to  
Items Concerning Their Know-  
ledge of the New Program

Area of Concern Knowledge of the Program		Parent	Student
Question number		N 620	N 188
1	Revision of the		
	school cycle	58 42	85 15
2	Elementary School		
	Period	81 19	85 15
3	The Three-Year		
	Guidance Period	34 66	60 40
4	The Major Goal of		
	the Guidance Program	11 89	9 91
5	The Content of the		
	Three-year Guidance	34 66	60 40
6	The Three-year Guid-		
	ance Period Final	11 89	9 91
7	Distribution of the		
	Guidance Counselors	13 87	16 84

(continued next page)

Table 2 (continued)

8	Counseling Methods and Procedures	Yes No	5 95	9 91
9	Testing Methods	Yes No	5 95	12 88
10	Students' Cumulative Record	Yes No	5 95	12 88
11	Counseling with re- gard to the selection of the Field of Stud- ies	Yes No	10 90	18 82
12	Alternative ways of Selecting Field of Studies	Yes No	5 95	6 94

part the data was analyzed in two ways: (1) the per cent of both parents and students, regardless of their socioeconomic status, who gave "yes" or "no" answers to each of the items of one through five, was found and interpreted. For further analysis the per cent of those who gave "yes" or "no" answer was found, separately, for each of the four groups of middle and lower class parents and students; (2) chi-square tests were computed to determine the significance of the differences between obtained frequencies.

In order to analyze the data for hypotheses one through five, which indicate that the majority of parents and students are not well-informed of the organization of the new guidance program, of the purposes of the three-year guidance period, of the curriculum of the three-year guidance period, and of the testing and counseling methods and procedures, the per cent of parents as well as students who were or were not informed was found. For further analysis chi-square tests of significance were computed to determine if the observed differences between the number of parents and students who were not knowledgeable and the number of parents and students who were knowledgeable was significant. To demonstrate the differences between middle and lower class parents as well as students the per cent of those who were or were not informed of the program was found, and chi-square tests were computed to determine the significance of the differences. In all cases for one degree of freedom a chi-square of 6.64 was needed for the significance level at the .01

level and a chi-square of 10.83 was needed for the significance level at the .001 level.

According to hypothesis 1, the per cent of parents as well as students who gave "no" answers to the items 1,2,3, 7, and 10 of the questionnaire should be larger than the per cent of those who gave "yes" answers to the same items. Inspection of Table 2 shows that the extent of the knowledge of the parents as well as students with regard to different aspects of the organization of the program varied from a larger per cent of the parents and students who were informed of the revision of the school cycle and elementary school period to a larger per cent of those who were not informed of the three-year guidance period, the distribution of guidance counselors, and the students' record. On the basis of these findings and the findings demonstrated by Table 3, which indicate that in either case there was a significant difference between the number of those who were informed and those who were not, the null hypothesis of no significant difference was rejected.

For further analysis Table 4 presents the per cent of middle and lower class parents and students who were or were not informed of different aspects of the organization of the new program. The interpretation of Table 4 indicates that for all of the four groups the per cent of those who were informed of the revision of the school cycle and the elementary

Table 3

The Levels of Significance as Tested by Chi-Square  
Comparing Parents as Well as Students Who Were  
Informed of the New Program with Those  
Parents and Students Who were not Thus  
Informed

Areas of Concern Knowledge of the Program	Parent	Student
1 Revision of the school cycle	$\chi^2 = 16.129^{**}$	91.680 <sup>**</sup>
2 Elementary school period	$\chi^2 = 232.903^{**}$	91.680 <sup>**</sup>
3 The Three-year Guidance Period	$\chi^2 = 61.961^{**}$	6.893 <sup>*</sup>
7 Distribution of the Guidance Counselors	$\chi^2 = 347.251^{**}$	94.223 <sup>**</sup>
10 Students' Cumulative Records	$\chi^2 = 491.458^{**}$	110.297 <sup>**</sup>
5 The Content of the Three- Year Guidance Curriculum	$\chi^2 = 61.961^{**}$	6.893 <sup>*</sup>
4 The Major Goal of the Guid- ance Program	$\chi^2 = 380.961^{**}$	129.446 <sup>**</sup>
8 Counseling Methods	$\chi^2 = 491.458^{**}$	129.446 <sup>**</sup>
6 The Three-year Guidance Period Final Exam	$\chi^2 = 380.961^{**}$	129.446 <sup>**</sup>
9 Testing Methods	$\chi^2 = 491.458^{**}$	110.297 <sup>**</sup>
11 Counseling With Regard to the Selection of the Field of Studies	$\chi^2 = 400.006^{**}$	76.595 <sup>**</sup>
12 Alternative ways of selecting Field of Studies	$\chi^2 = 491.458^{**}$	143.063 <sup>**</sup>

\*  $p \geq .01$   
 \*\*  $p \geq .001$

df = 1

school period was larger than those who were not thus informed; whereas the per cent of those who were not informed of the three-year guidance period, the distribution of guidance counselors and the students' records was larger than the per cent of those who were thus informed. Table 5 demonstrates that there was significant difference between the middle and lower class parents with regard to the number of those who were or were not informed of the program. In all cases, the middle class parents appeared to be more informed than the lower class parents. According to Table 5, there was no significant difference between the number of middle and lower class students with regard to their information about the organization of the guidance program.

According to hypothesis 2, the per cent of parents and students who were not aware of the purposes of the three-year guidance program should be larger than those who were thus aware. Inspection of Table 2 shows that a very large per cent of the parents as well as the students were not aware of the purposes of the guidance program. On the basis of this finding and the findings demonstrated by Table 3, which indicate that there was a highly significant difference between the number of those students and parents who were aware of the purposes of the guidance program and the number of those who were not thus aware, the null hypothesis of no significant difference was rejected and the alternative hypothesis that the majority were not aware of the purposes



Table 4

Per cent of Middle and Lower Class Parents  
and Students Who gave Yes or No Answers  
to Items Concerning Organization of  
the New Guidance Program

Area of Concern		Middle Class		Lower Class	
		Parent N=380	Student N=100	Parent N=240	Student N=88
		%	%	%	%
1					
Revision of the School Cycle	Yes	84.2	90	13.5	79.5
	No	15.8	10	86.5	20.5
2					
Elementary School Period	Yes	84.2	90	75	79.5
	No	15.8	10	25	20.5
3					
The Three-Year Guidance Period	Yes	52.6	70	8.7	56.8
	No	47.4	30	91.3	43.2
7					
Distribution of the Guidance Counselors	Yes	20	15	.8	11.3
	No	80	85	99.2	88.7
10					
Students' Cumu- lative Record	Yes	8	12	.8	11.3
	No	92	88	99.2	88.7

Table 5

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning Their Knowledge of  
the Organization of the New  
Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
1 Revision of the School Cycle	$\chi^2 = 273.835^{**}$	3.253
2 Elementary School Period	$\chi^2 = 7.415^*$	3.253
3 The Three-year Guidance Period	$\chi^2 = 124.161^{**}$	2.975
7 Distribution of the Guidance Counselors	$\chi^2 = 47.407^{**}$	0.267
10 Students' cumu- lative Record	$\chi^2 = 13.576^{**}$	0.008

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1

of the guidance program was accepted.

For further analysis Table 6 presents the summary of the percentage of the middle and lower class students and parents who were or were not informed of the statement made by item 4 of the questionnaire. The findings presented by this table indicate that a very low percentage of each of the four groups was aware of the purposes of the program. Table 8 demonstrates that there was a significant difference between middle and lower class parents with regard to the number of those who were or were not aware of the purposes of the guidance program. A significantly larger number of middle class parents appeared to be aware of the purposes of the program than the number of lower class parents thus aware. Table 8 does not show significant difference between the middle and lower class students.

According to hypothesis 3, the percentage of parents as well as students who did not know about the curriculum of the three-year guidance program should be larger than the percentage of those who did know about it. Table 2 shows that the per cent of the parents who did not know about the curriculum of the three-year guidance program was higher than the per cent of those who knew about it. The findings for the students indicate that a larger per cent of students did know about the curriculum of the guidance program. Table 3 demonstrates that in either case there was a significant difference between the number of those who were knowledgeable and the

Table 6

Per Cent of Middle and Lower Class Parents  
and Students Who Gave Yes or No Answers  
to Items Concerning their Knowledge  
of the Purpose of the  
New Guidance Program

Area of Concern	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
Purposes of the Program	%	%	%	%
4 The Major Goal of the Guidance Pro- gram	Yes 15 No 85	10 90	4.1 95.9	6.8 93.2

Table 7

Per Cent of Middle and Lower Class  
Parents and Students Who Gave Yes  
or No Answers to Items Concern-  
ing Their Knowledge of the  
New Guidance Program

Area of Concern	Middle Class		Lower Class		
	Parent N=380	Student N=100	Parent N=240	Student N=88	
Curriculum	%	%	%	%	
5 The content of the Curriculum	Yes No	52.6 47.4	62 38	5 95	56.8 43.2

Table 8

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning Their Knowledge of  
 the Purpose and Curriculum of the  
 New Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
4 The Major Goal of the Guidance Pro- gram	$\chi^2 = 16.804^{**}$	0.268
5 The Content of the Three-year Guidance Program Curriculum	$\chi^2 = 146.204^{**}$	0.328

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1

number of those who were not knowledgeable . On the basis of these findings the null hypothesis of no significant difference was rejected. However, the difference in students' case was not in accord with the alternative hypothesis which stated that the majority of students were not knowledgeable of the curriculum of the three-year guidance program. The findings for the students showed that the majority of the students were knowledgeable of the curriculum.

For further analysis Table 7 summarizes the per cent of the middle and lower class parents and of the students who were or were not knowledgeable of the curriculum of the guidance period. Table 7 demonstrates that the number of middle class parents and middle class students and also the lower class students who knew about the curriculum of guidance period was larger than those who did not know, but that the number of lower class parents who did not know was larger than the number of those who were knowledgeable. Table 8 shows that there was a highly significant difference between the middle and lower class parents with regard to their knowledge of the curriculum of the guidance program; whereas there was no significance difference between middle and lower class students.

Hypotheses 4 and 5 state that the per cent of the parents and students who were not familiar with the counseling methods and testing procedures should be larger than the per cent of those who were thus familiar. As Table 2



Table 9

Per Cent of Middle and Lower Class Parents  
and Students Who Gave Yes or No Answers  
to Items Concerning their Knowledge of  
the Testing and Counseling Methods  
Used in the New Guidance Program

Area of Concern	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
Testing and Counseling	%	%	%	%
6 The Three-year Guidance Period Final Examination	Yes 15 No 85	10 90	4.1 95.9	6.8 93.2
8 Counseling Methods and Procedures	Yes 8 No 92	10 90	1.6 98.4	6.8 93.2
9 Testing Methods	Yes 8 No 92	12 88	1.6 98.4	11.3 88.7
11 Counseling Regarding Selection of the Field of Study	Yes 15 No 85	30 70	1.6 98.4	4.5 95.5
12 Alternative Ways of Selecting Field of Studies	Yes 8 No 92	8 92	1.6 98.4	4.5 95.5

Table 10

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning Their Knowledge of  
the Testing and Counseling Methods  
Used in the New Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
6 The Three-year Guidance Period Final Examination	$\chi^2 = 16.804^{**}$	0.268
8 Counseling Methods and Procedures	$\chi^2 = 9.839^*$	0.268
9 Testing Methods	$\chi^2 = 9.839^*$	0.008
11 Counseling Regarding Selection of the Field of Study	$\chi^2 = 27.995^{**}$	18.790^{**}
12 Alternative Ways of Selecting Field of Studies	$\chi^2 = 9.839^*$	0.446

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1

demonstrates, a very high per cent of parents and students were not familiar with the counseling methods and testing procedures. Table 3 shows a highly significant difference between the number of those parents and students who were not familiar with testing and counseling procedures and those parents and students who were thus familiar. According to these findings, the null hypothesis of no significant difference was rejected and the alternative hypotheses that the majority of the parents and students were not familiar with the testing and counseling procedures were accepted.

For further analysis, Table 9 presents the summary of the per cent of middle and lower class parents and students who gave "yes" or "no" answers to items 6, 8, 9, 11 and 12 of the questionnaire. According to Table 9, a very high per cent of each of the four groups were not familiar with the counseling methods and testing procedures. Table 10 demonstrates that there was a significant difference between middle and lower class parents with regard to the number of middle and lower class parents who were or were not familiar with the counseling and testing procedures. A greater number of middle class parents appeared to be informed than the number of lower class parents so informed. The findings for students indicate that except on item 11, counseling with regard to the selection of the field of study, there was no significant difference between the middle and lower class students with regard to the number

who were or were not familiar with the counseling and testing procedures.

Treatment of the Data Regarding the Students' and Parents' Expectations of the Guidance Counselor's Role

The second part of the questionnaire, dealing with the second area of concern, the expectations of students and parents toward the role of the guidance counselor with regard to the kind of counseling, kind of counselee to be counseled, perception of guidance counselor as helping figure, source of information, and obligation in making decisions is presented in Tables 11 to 20.

The data with regard to this part was analyzed in two ways: (1) on items 13 through 24, the per cent of those who agreed, disagreed, and were uncertain was found, separately, for each of the four groups of middle and lower class parents and students, and (2) chi-square tests were computed to determine the significant differences between the middle and lower class students as well as parents with regard to their expectations of the guidance counselor's role. For two degrees of freedom a chi-square of 9.21 was needed for significance at the .01 level and a chi-square of 13.82 was needed for significance at the .001 level.

According to hypothesis 6, the majority of middle class parents and students would expect that the guidance counselor provides educational counseling only, while the majority of lower class parents and students would expect that the

Table 11  
Per cent of Middle and Lower Class  
Parents and Students Who Agreed  
or Disagreed with Items Con-  
cerning the Kind of Counseling  
Expected From Guidance Coun-  
selor

Area of Concern  Kind of Desired Counse- ling	Middle Class		Lower Class	
	Parent N 380	Student N 100	Parent N 240	Student N 88
	%	%	%	%
13 Educational, Voca- tional, and Person- al Counseling	Agree 10.5 Disagree 84.2 Uncertain 5.7	8 90 2	83.6 4.3 4.3	62.7 20.5 6.8
14 Educational Counsel- ing only	Agree 85 Disagree 8 Uncertain 7	75 15 10	11.9 86.5 1.6	20.5 75 4.5
15 Educational and Voc- ational Counseling	Agree 16 Disagree 78.3 Uncertain 5.7	25 50 25	41.6 25 32.4	37.5 26.2 11.3
18 Psychological Counseling	Agree 4.5 Disagree 85 Uncertain 10.5	5 90 5	86.3 5 8.7	72.7 20.5 6.8

Table 12

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning the Kind of Counseling  
They Expected From the  
Guidance Counselor

	Parents Middle and Lower Class	Students Middle and Lower Class
13 Educational, Vocational, and Personal Counseling	$\chi^2 = 408.370^{**}$	93.169 <sup>**</sup>
14 Educational Counseling Only	$\chi^2 = 358.840^{**}$	69.133 <sup>**</sup>
15 Educational and Vocational Counseling	$\chi^2 = 156.204^{**}$	27.008 <sup>**</sup>
18 Psychological Counseling	$\chi^2 = 448.794^{**}$	98.174 <sup>**</sup>

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 2

guidance counselor provides educational, vocational, and personal counseling. Inspection of Table 11, which summarizes the per cent of the middle and lower class parents and students according to their agreements, disagreements, or uncertainties with regard to the statements of items 13, 14, 15 and 18, indicates that a very high per cent of the middle class parents and students agreed that the guidance counselor is supposed to give educational counseling only; whereas a very low per cent agreed that the guidance counselor should provide both vocational and personal counseling. A very high per cent of lower class parents and students agreed that guidance counselors are supposed to provide educational, vocational and personal counseling. Furthermore, a high per cent of the lower class parents and students agreed that the guidance counselor is supposed to provide psychological counseling; whereas a high per cent of middle class parents and students disagreed with the statement that the guidance counselor is supposed to provide psychological counseling. Table 11 also demonstrates that the per cent of those who were uncertain was not high for any of the four groups. On the basis of these findings and the findings presented by Table 12, indicating that there was a significant difference between middle and lower class parents as well as students with regard to their expectation of the kind of counseling services to be provided by guidance counselor, the null hypothesis of no significant differences was rejected. The



Table 13

Per cent of Middle and Lower Class Parents  
and Students Who Agreed or Disagreed  
with Items Concerning the Role of  
Guidance Counselor With Regard to  
Making Decision

Area of Concern		Middle Class		Lower Class	
Decision Making		Parent N=380	Student N=100	Parent N=240	Student N=88
		%	%	%	%
21					
Respect the Decisions of the Students and Parents	Agree	85	80	8.7	20.5
	Disagree	8	15	25	9.1
	Uncertain	7	5	66.3	70.4
22					
Determine the Field of Study for Each Student	Agree	8	15	25	9.1
	Disagree	85	80	8.7	20.5
	Uncertain	7	5	66.4	70.4

Table 14

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning their Expectations  
 of the Role of Guidance Counselor  
 with Regard to Making Decisions

	Parents Middle and Lower Class	Students Middle and Lower Class
21 Respect the Decisions of the students and parents	$\chi^2 = 358.947^{**}$	89.445 <sup>**</sup>
22 Determine the Field of Study for Each Student	$\chi^2 = 358.947^{**}$	89.445 <sup>**</sup>

\*  $p \geq .01$   
 \*\*  $p \geq .001$

df = 2

findings supported the alternative hypothesis that the majority of the middle class students and parents would expect the guidance counselor to provide educational counseling and that the majority of lower class parents and students would expect the guidance counselor to provide all kinds of counseling.

Hypothesis 7 states that the majority of the middle class parents and students would expect school counselors to respect their decisions regarding the students' educational and vocational choices; whereas the majority of lower class parents and students would expect guidance counselors to take responsibility in making decisions for the students. As Table 13 demonstrates, a very high per cent of the middle class parents and students agreed with the statement that the guidance counselor should respect the decisions of the students and parents; whereas a very high per cent disagreed with the statement that the guidance counselor should determine the field of study for each student. The findings for lower class parents and students show a high per cent of uncertainty among both parents and students of lower class. Table 4 demonstrates a highly significant difference between the parents as well as the students of the middle and lower class with regard to their answers to items 20 and 24 of the questionnaire. According to the findings presented in Table 13 and 14, the null hypotheses of no significant difference were rejected. However, the findings for lower class

Table 15

Per cent of Middle and Lower Class Parents  
and Students Who Agreed or Disagreed  
With Items Concerning the Kind of  
Counselee Expected to Be  
Counseled

Area of Concern		Middle Class		Lower Class	
		Parent N=380	Student N=100	Parent N=240	Student N=88
Kind of Counselee		%	%	%	%
16					
Counseling all	Agree	10.5	12	25.	4.5
Students	Disagree	84.2	60	66.7	75
	Uncertain	5.7	28	8.3	20.5
17					
Counseling Those	Agree	84.2	60	66.3	88.7
Who Request Help	Disagree	10.5	28	25	6.8
	Uncertain	5.7	12	8.3	4.6

Table 16

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning their Expectations  
 of the Kind of Counselee  
 To Be Counseled

	Parents Middle and Lower Class	Students Middle and Lower Class
16 Counseling all Students	$\chi^2 = 27.102^{**}$	5.716
17 Counseling Those Who Request Help	$\chi^2 = 27.102^{**}$	19.898^{**}

\*  $p \geq .01$   
 \*\*  $p \geq .001$

df = 2

parents and students was not in accord with the alternative hypotheses.

Hypothesis 8 stated that the majority of the middle class parents and students would expect the guidance counselor to provide counseling services for those who requested help rather than for all students; whereas the majority of the lower class parents and students would expect the guidance counselor to provide help for all students.

Table 15 presents the summary of the per cent of the middle and lower class parents and students who agreed, disagreed or were uncertain about the statements made by items 16 and 17 of the questionnaire. According to the findings presented in this table, a high per cent of all four groups agreed that counseling services should be provided for those who request help; whereas a majority of all four groups disagreed that the guidance counselor should provide counseling services for all students. Table 16 demonstrates that there was a significant difference between the number of middle and lower class parents with regard to their answers to items 16 and 17 of the questionnaire. The findings for students show a significant difference between middle and lower class students on item 17, but no significant difference on item 16. These findings indicate that even though parents and students from both middle and lower class agreed in their expectation of the kind

Table 17

Per cent of Middle and Lower Class Parents  
and Students Who Agreed or Disagreed  
with Items Concerning the Role of  
Guidance Counselor as a Help-  
ing Figure

Area of Concern		Middle Class		Lower Class	
Counselor as Helping Figure		Parent N=380	Student N=100	Parent N=240	Student N=88
		%	%	%	%
19					
Help Students	Agree	84.2	80	66.3	75
Select their	Disagree	10.5	15	25	20.5
Field of Studies	Uncertain	5.7	5	8.3	4.5
23					
Help Teachers in	Agree	84	90	55	75
Understanding the	Disagree	8	5	20	20.5
Students' needs	Uncertain	8	5	25	4.5



Table 18

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning their Expectations  
 of the Guidance Counselor's Role  
 as Helping Figure

	Parents Middle and Lower Class	Students Middle and Lower Class
19 Help Students Select their Field of Studies	$\chi^2 = 27.102^{**}$	0.964
23 Help Teachers in Under- standing the Students' needs	$\chi^2 = 63.998^{**}$	10.427*

\*  $p \geq .01$   
 \*\*  $P \geq .001$

df=2

of counselee to be counseled, the number of middle class parents who agreed was significantly larger than the number of lower class parents who also agreed. This was also the case for the middle class and lower class students on item 17. A significantly larger number of lower class students agreed that the counseling services should be provided for those who requested help. On the basis of these findings the alternative hypotheses were not supported, and also the null hypotheses of no significant difference were not rejected for students on item 16.

Hypothesis 9 stated that the majority of the middle class parents and students expect the guidance counselor to provide help for both students and their teachers; whereas the majority of lower class parents and students expect the guidance counselor to provide help only to students.

Inspection of Table 16 shows that a high per cent of all four groups of middle and lower class parents and students agreed that the guidance counselor should help students select their field of study. It was also found that a high per cent of all four groups agreed that the guidance counselors should help teachers understand their students. These findings did not support the alternative hypothesis. Table 17 also demonstrates the difference between the expectations of the middle and lower class students regarding counselor help. A larger number of middle class parents appeared to expect the guidance counselor to provide help for both students and their teachers than did the

Table 19

Per cent of the Middle and Lower Class Parents  
and Students Who Agreed or Disagreed with  
Items Concerning the Role of Guidance  
Counselor as a Source of Information

Area of Concern			Middle Class		Lower Class	
Counselor as a Source of Information			Parent N = 380	Student N = 100	Parent N = 240	Student N = 88
			%	%	%	%
20	Administering	Agree	8	15	8.3	4.5
	Group Tests to	Disagree	85	75	1.6	20.5
	Provide Infor-	Uncertain	7	10	90.1	75
	mation					
24	Provide Educat-	Agree	85	85	66.3	50
	ional and Voca-	Disagree	8	10	8.7	20.5
	tional Informa-	Uncertain	7	5	25	29.5
	tion for Students					

Table 20

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning their Expectations  
 of the Guidance Counselor's Role  
 as a Source of Information

	Parents Middle and Lower Class	Students Middle and Lower Class
20 Administering Group Tests to Provide In- formation	$\chi^2 = 451.609^{**}$	82.135 <sup>**</sup>
24 Provide Educational and Vocational In- formation for Stud- ents	$\chi^2 = 36.288^{**}$	28.894 <sup>**</sup>

\*  $p \geq .01$   
 \*\*  $p \geq .001$

df = 2

number of lower class parents who thus agreed. Therefore, the null hypothesis of no difference was rejected. As shown in Table 18, the number of middle class students who agreed that the guidance counselor should provide help for teachers was significantly larger than the number of lower class students who thus agreed. But there was no significant difference between the number of middle and lower class parents who agreed that the guidance counselor should provide help for students. The null hypothesis of no significance was not rejected on the base of the findings for the parents. However, the null hypothesis was rejected on the base of the findings for students.

Table 19 summarizes the per cent of the middle and lower class parents and students who agreed, disagreed, or were uncertain about the role of the guidance counselor as a source of information. As demonstrated by Table 19, a high per cent of middle class parents and students disagreed that the guidance counselor should administer group tests to provide information about students; whereas a very high per cent agreed that the guidance counselor should provide educational and vocational information for students. The findings for lower class parents and students indicate that a very high per cent of parents and students were uncertain about the role of guidance counselor with regard to administering tests in order to provide information; but half of the students and a majority of the parents agreed that the counselor should provide educational and vocational

information for the students. Table 20 shows the distribution of responses between the middle class and lower class parents in their answers to items 20 and 24 of the questionnaire. The findings for the students also indicate a significant difference in the responses from the middle and lower class students.

Treatment of the Data Regarding the Students' and Parents' Reactions and Opinions Toward the New Guidance Program

The third part of the questionnaire, dealing with the third area of concern, was to determine the reactions and opinions of the Iranian parents and students toward the new program with regard to the perceived problems, suggestions for improvement, sources of obtained information, preferred sources of receiving guidance other than from a guidance counselor, and their conditional acceptance of the guidance counselor's suggestions.

The data for this part has been analyzed and interpreted, separately, for each of the sub-parts. For each sub-part the per cent of those who completed the statements, giving similar answers, was found for all four groups. Tables 21 through 32 present the summary of the findings regarding the third area of concern of the present study.

Hypothesis 10 stated that the majority of the middle class parents and students would be concerned about the improvement of the teachers' and guidance counselors' training

Table 21

Per cent of Middle and Lower Class Parents  
and Students Who Gave Suggestions regarding  
the Improvement of the New Program  
Item 27

	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
Suggestions for Improvement	%	%	%	%
1 To Improve Teachers' Training Program	84.2	73	8.7	43.2
2 To Train Sufficient Number of Qualified Guidance Counselors	80	63	8.7	56.8
3 To Provide Better Equipment	52.6	85	13.5	52.3
4 To Develop Careful Evaluation Methods and Procedures	15.8	20	-	11.3
5 To Help The Community to Understand the Significance of the Program	52.6	30	1.6	20.5
6 To Develop a Cooperative Relationship Between Schools Staff and Community	48	30	1.6	11.3



Table 22

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning their Suggestions  
for the Improvement of the  
New Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
1 To Improve Teachers' Train- Program	$\chi^2 = 169.116^{**}$	10.812*
2 To Train Sufficient number of Qualified Counselors	$\chi^2 = 169.116^{**}$	3.585
3 To Provide Better Equipment	$\chi^2 = 84.277$	23.856**
4 To Develop Careful Evalua- tion Methods	$\chi^2 = -$	32.183**
5 To Help the community to understand the significance of the Program	$\chi^2 = 178.969^{**}$	22.383**
6 To Develop cooperative Relationship Between schools staff and Commu- nity	$\chi^2 = 111.464^{**}$	33.110**

\*  $P \geq .01$

\*\*  $p \geq .001$

df = 2

programs; whereas the majority of lower class parents and students would be concerned about the improvement of school facilities and equipment.

Table 21 demonstrates that a high per cent of the middle class students and parents were concerned about the improvement of the school teachers' and counselors' qualifications. Furthermore, Table 21 shows that more than half of the middle class parents were also concerned about better equipment and the improvement of the community understanding of the program. Findings for middle class students indicate that a higher per cent of this group showed concern about the improvement of the school equipment than those who were concerned about teachers' and counselors' qualifications.

Table 21 shows that a higher per cent of the lower class parents were concerned about the improvement of school facilities and equipments than were concerned about other improvements. As it is demonstrated by Table 21, the lower class students showed more concern about the improvement of the counselors' training program than those who showed concern for improvement of the school equipment. On the basis of these findings the alternative hypothesis was accepted with regard to the findings for the middle class parents. The findings for middle class students indicate a greater concern for the improvement of school equipment; nevertheless, the per cent of those who were concerned about the teachers' and counselors' training program was high

Table 23

Per cent of Middle and Lower Class Parents  
and Students Regarding the Sources that  
They have Obtained Their Information  
About the New Guidance Program  
Item 26

Sources of Information	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
	%	%	%	%
1 News on Radio	84.2	15	1.6	4.5
2 Newspaper	85	20	.8	6.8
3 Teacher	10.5	30	11.9	20.5
4 School Principal	16	40	8.3	29.6
5 Other Students	-	35	-	50
6 Friends	27	8	8.3	6.8
7 Neighbors	5.7	10	25	11.3

Table 24

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning their Source of  
Obtained Information About the  
New Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
1 News on Radio	$\chi^2 = 199.432^{**}$	59.265**
2 Newspaper	$\chi^2 = 209.419^{**}$	49.265**
3 Teacher	$\chi^2 = 185.884^{**}$	185.884**
4 School Principal	$\chi^2 = 169.408^{**}$	8.765*
5 Other Students	-	4.205
6 Friends	$\chi^2 = 121.882^{**}$	66.405**
7 Neighbors	$\chi^2 = 177.166^{**}$	56.710**

\*  $p \geq .01$

\*\*  $p \geq .001$

df=1

enough to put them in the majority and therefore the findings support the alternative hypothesis. Although the findings for lower class parents did not support the hypothesis that the majority were concerned about the improvement of school facilities and equipment, it did demonstrate a higher concern. The findings for lower class students did not support the alternative hypothesis. Table 20 demonstrates that middle and lower class parents differed significantly on each of the six stated suggestions for improvement of the program. According to Table 22, middle and lower class students differed significantly on five of the stated suggestions. There was no significant difference between middle and lower class students with regard to their suggestions for the improvement of the school equipment. On the basis of these findings, the null hypothesis of no significant difference was rejected, except in one case.

Hypothesis 11 stated that the majority of the middle class parents and students obtain their information about the new educational and guidance programs through the radio and the newspapers; while the majority of lower class parents and students obtain their information through other sources.

Table 23 illustrates that a high per cent of middle class parents obtained their information from the radio and newspaper; and for the middle class students, school principals and other students were major sources of information. For lower class parents, neighbors and then school teachers were

major sources of obtaining information about the educational program. The findings for lower class students indicate that 50 per cent obtained their information from other students. School principals and teachers were the second and third major sources for obtaining information for lower class students. These findings support the hypothesis that the majority of the middle class parents received their information through the radio and the newspapers; it also supports the stated hypothesis that the middle and lower class parents and students obtain their information from other sources than the radio and the newspaper. But the findings for the middle class students did not support the hypothesis that the majority of the middle class students obtain their information through the radio and the newspaper. For further analysis Table 24 demonstrates that middle and lower class parents differed on each of the stated sources of obtained information. As is shown by Table 24, there was a difference between the middle and lower class students on all stated sources of obtained information except on one source.

Hypothesis 12 stated that the majority of middle class parents and students would accept the guidance counselor's suggestions on the basis of the counselor's qualification and fairness; but that majority of lower class parents and students would accept the guidance counselor's suggestions on the basis of the counselor's understanding and acceptance.

Table 25

Per cent of Middle and Lower Class Parents  
and Students According to Their Condi-  
tional Acceptance of Guidance Coun-  
selors' Suggestions: Item 28

Expressed Conditions	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
	%	%	%	%
1 If Knowledgeable and Fair	84.2	74	-	43.2
2 If are Interested in Students' Welfare Rather than School or Others	52.6	90	66.3	75
3 If Friendly and Understanding	-	52	-	-



Table 26

The Levels of Significance as Tested by Chi-Square  
 Comparing Middle and Lower Class Parents and  
 Students Concerning their Conditioned  
 Approval of the Guidance  
 Counselor's Suggestions

	Parents Middle and Lower Class	Students Middle and Lower Class
1 If Knowledgeable and Fair	$\chi^2 = -$	11.732**
2 If are Interested in Students' Welfare Rather than School or Others	$\chi^2 = 12.827^{**}$	41.710**
3 If Friendly and Understanding	-	-

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1

As Table 25 demonstrates, a high per cent of middle class parents expressed their conditions for the acceptance of the guidance counselor's suggestions with regard to the counselor's knowledge and fairness. This finding supports the alternative hypothesis that the majority of the middle class parents would accept the guidance counselor's suggestions on the basis of the counselor's qualifications and fairness. Furthermore, it was found that a high per cent of the middle class parents set their conditional acceptance with regard to counselor's interest in students' welfare rather than in the welfare of the school or of others. For middle class students, although the qualifications and fairness of the counselor were expressed as conditions for the acceptance of the counselor's suggestions, a higher per cent of middle class students considered the counselor's interest in the students' welfare as a condition for their acceptance of the counselor's suggestions. It was also found that more than half of the middle class students also were concerned about the counselor's friendliness and understanding. The findings for the lower class parents show that a high per cent expressed the condition of the counselor's interest in students' welfare. According to Table 25, a high per cent of the lower class students set their conditions with regard to the counselor's interest in students' welfare. Furthermore, 43.2% of the lower class parents expressed their concern with regard to the findings of the middle class parents. But the findings

Table 27

Per cent of Middle and Lower Class Parents  
and Students With Regard to Perceived  
Weaknesses of the New Guidance  
Program: Item 25

Perceived Weaknesses	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
	%	%	%	%
1 Unqualified Guidance Counselors	80	73	1.6	56.8
2 Unqualified Teachers	80	63	8.7	47.68
3 Insufficient number of Counselors and Teachers	47.4	70	1.6	20.5
4 Lack of Cooperation Between Schools and Community	20	30	.8	11.3
5 Lack of Facilities	52.6	85	13.5	52.32
6 Lack of Valid Standardized Tests	8	10	-	-
7 Incomplete Cumulative Records	8	12	-	-

Table 28

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning their Perceptions  
of the Weaknesses of the  
New Guidance Program

	Parents Middle and Lower Class	Students Middle and Lower Class
1 Unqualified Guidance Counselors	$\chi^2 = 179.80^{**}$	10.812*
2 Unqualified Teachers	$\chi^2 = 148.653^{**}$	3.176
3 Insufficient number of Counselors and Teachers	$\chi^2 = 111.643^{**}$	22.383**
4 Lack of Cooperation Between Schools and Community	$\chi^2 = 182.933^{**}$	33.110**
5 Lack of Facilities	$\chi^2 = 33.210^{**}$	23.856**
6 Lack of Valid Standardized Tests	$\chi^2 = -$	-
7 Incomplete Cumulative Records	$\chi^2 = -$	-

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1

concerning the lower class parents and students did not support the alternative hypothesis.

For further analysis, Table 26 demonstrates that there was a difference between the middle and lower class parents as well as the lower class students with regard to the stated condition. On the basis of these findings the null hypothesis of no significant difference was rejected.

Hypothesis 13 stated that the middle class parents and students perceive weaknesses of the new program differently than the lower class parents and students perceive them.

As illustrated by Table 27, the per cent of the middle class parents who pointed out weaknesses of the program was significantly higher than the per cent of the lower class parents. A very high per cent of the middle class parents perceived unqualified guidance counselors and unqualified teachers as major weaknesses of the program. Furthermore, more than half of the middle class parents pointed out the insufficient number of counselors and teachers as weaknesses. Lack of facilities was also perceived as one of the weaknesses by the middle class parents. Although the lower class parents pointed out the same kinds of weaknesses, as illustrated by Table 27, there was a highly significant difference between the number of middle and lower class parents who pointed out the same weaknesses. The findings for the middle class students indicate that the highest per cent of the middle class students considered the lack of facilities as a weakness. While the highest per cent of the

lower class students pointed out unqualified guidance counselors as a weakness of the program, both middle and lower class students perceived unqualified guidance counselors, unqualified teachers, insufficient number of teachers and counselors, and lack of facilities as weaknesses of the program. Nevertheless, as shown in Table 27 a significant difference existed between the number of each group who perceived the same weaknesses. This significant difference was shown in all cases, except in the case of unqualified teachers. Therefore, the null hypothesis of no significant difference was rejected except in one case.

Hypothesis 14 stated that the middle class parents' and students' preferred sources for obtaining guidance would be different from those of lower class parents and students.

As Table 29 illustrates, professional friends were important sources for obtaining guidance, according to a great per cent of the middle class parents. School teachers and professional psychologists were the second and third choice for the middle class parents. Middle class students preferred older brothers and sisters, parents, and school teachers as sources for obtaining guidance. For the lower class parents, school teachers and then the school principal appeared to be the preferred sources of obtaining guidance, but the lower class students preferred older brothers and sisters, school teachers, and their parents for obtaining guidance. Furthermore, as can be seen in Table 29, school teachers and school principals were considered as sources

Table 29

Per cent of Middle and Lower Class Parents  
and Students With Regard to Their Pre-  
ferred Sources for Obtaining Guidance  
Item 30

Preferred Sources	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
	%	%	%	%
1 Parents	-	60	-	20.5
2 Older Brothers and Sisters	-	70	-	43.2
3 School Teachers	20	52	13.5	37.5
4 School Principal	8	15	8.7	11.3
5 Professional Friends	52.6	30	-	-
6 Professional Psychologists	15.8	-	-	-

Table 30

The Levels of Significance as Tested by Chi-Square  
Comparing Middle and Lower Class Parents and  
Students Concerning their Preferred  
Sources of Receiving Guidance

	Parents Middle and Lower Class	Students Middle and Lower Class
1 Parent	$\chi^2 = -$	16.583**
2 Older Brothers and Sisters	$\chi^2 = -$	8.292*
3 School Teachers	$\chi^2 = 131.603^{**}$	2.550
4 School Principals	$\chi^2 = 214.748^{**}$	49.310**
5 Professional Friends	$\chi^2 = -$	-
6 Professional Psychologists	$\chi^2 = -$	-

\*  $p \geq .01$

\*\*  $p \geq .001$

df = 1



of guidance by all four groups.

For further analysis, Table 30 demonstrates the difference between the middle and lower class parents with regard to their preferred source of guidance. Middle and lower class students differed significantly except in one case. No significant difference was shown with regard to the number of middle and lower class students who gave school teachers as their preferred source of receiving guidance. On the basis of these findings and the findings of Table 29, the null hypothesis of no significance was rejected in all cases except one. The findings supported the alternative hypothesis.

Hypothesis 15 stated that the middle class parents' and students' judgment of their knowledge about the new program would be different from those of the lower class parents and students.

As presented by Table 31, more than half of the middle class parents, middle class students, and lower class students thought that the information they had about the new guidance program was not sufficient. The findings for the middle class parents indicate that middle class parents did not only find their information to be insufficient, but also 47.4% of them thought that the kind of information they had was threatening. The middle class students also found their information to be both confusing and threatening. The finding for the lower class parents shows that only 13.5% of the lower class parents thought their obtained information was confusing. While more

Table 31

Per cent of Middle and Lower Class Parents  
and Students With Regard to Their Judgment  
of the Information They Had  
About the New Guidance Program  
Item 29

	Middle Class		Lower Class	
	Parent N=380	Student N=100	Parent N=240	Student N=88
	%	%	%	%
1 Not Sufficient	52.6	72	-	52.32
2 Confusing	15.8	45	13.5	11.3
3 Threatening	47.4	52	-	6.8
4 Not Helpful Enough	20	-	-	-

than 50% of the lower class students considered their information to be insufficient, some of them also thought that their information was confusing and threatening.

For further analysis, Table 32 illustrates that there was a significant difference between the number of middle and lower class parents and middle and lower class students with regard to the way they judged their own information. Therefore, the null hypothesis of no significance was rejected.

#### SUMMARY

Chapter IV presented the findings of the study. An analysis and interpretation of the data were made. In most cases the null hypotheses were rejected on the basis of a statistical analysis of the findings of the study; however, certain aspects of the findings did not support some of the alternative hypotheses.

The hypotheses which states that the majority of the parents and students were not knowledgeable of the different aspects of the new educational and guidance program were mostly accepted according to the statistically established results. Furthermore, the findings for each item showed that the extent of the knowledge of each group varied with regard to different aspects of the program. It was also found that the lower class parents compared to middle class parents were less knowledgeable, but the middle and lower class students did not differ significantly with regard to

their knowledge of the new program.

The hypotheses which were made with regard to the expectations of the parents and students of guidance counselors' role were accepted in most cases. The statistically established results showed that a significantly large per cent of the middle class parents and students expect the guidance counselors to provide educational counseling and respect the students' and their parents' decisions with regard to the students' fields of study, but a high per cent of the lower class parents and students expected the guidance counselors to provide educational, vocational and personal counseling. A high per cent of the lower class parents and students were not certain if they wanted the guidance counselor to determine the students' field of study or if they would rather that the students and parents make such decisions. It was found that a majority of parents and students from both the middle and lower class expected the guidance counselors to provide counseling services for those who request help rather than for all students.

The hypotheses that the middle class parents and students were more concerned about the improvement of the school, the teachers' and the guidance counselors' training and qualifications, but that lower class parents and students were more concerned about the improvement of school facilities and equipment were supported only for the parents but not for the students. The lower class students showed more concern about

the improvement of the counselors' training program than were the other groups.

The hypothesis related to the parents' and students' sources of obtained information was supported by the data for the middle class parents. The data for the lower class parents did not support the hypothesis that the majority of middle class students obtained their information through the radio and the newspaper. The findings for the lower class parents and students agreed with the hypothesis that lower class parents and students obtained their information from other sources rather than from the radio and the newspaper.

The hypothesis stated with regard to the parents' and students' conditional acceptance of the guidance counselors' suggestions was partly supported by the findings of the middle class parents. The findings for the middle class students and the lower class parents and students did not support the alternative hypothesis.

The stated hypothesis that the middle class parents' and students' judgments of their own knowledge about the new program would be significantly different from those of lower class parents was supported by the findings of the study.

The discussion of the findings of this study, conclusions and recommendations will be reported in Chapter V.

## Chapter 5

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the discussion of the findings of this study. It also presents the conclusions and recommendations. It was the purpose of this study to survey the middle and lower class parents and students in Tehran to discover the extent of their understanding of the new educational and guidance programs, to ascertain their expectations of the counselors' role, and to identify possible problems which might be connected with the new guidance program. It was the hope of the investigator that this study would be helpful in providing the parents and students with the needed educational and guidance services and in encouraging the parents and students to take a greater interest in educational affairs.

### CONCLUSIONS

The conclusions which were drawn from the findings of this study are discussed with regard to the following three main areas of concern in this study:

- (1) the knowledge possessed by the parents and students about the new educational and guidance programs.
- (2) the expectations of the parents and students of the guidance counselors' role.
- (3) the reactions and suggestions of the parents and students with regard to the new educational and guidance programs.

According to the statistically established results presented in the previous chapter, the majority of the parents and students were not knowledgeable of the different aspects of the new guidance program. Most of the hypotheses which were set with regard to this area of concern were rejected as stated in the null form. These results suggested that although the majority of the parents and students did not know about the program, the extent of their knowledge varied from group to group, according to the generality or specificity of the information. Whereas a majority of all groups, both parents and students, was aware of the change in the elementary school period and the revision of the school cycle, very few of either group (parents or students) had information about the students' cumulative records or about the distribution of guidance counselors. The results also suggest that lower class parents were less knowledgeable than middle class parents.

It was found that the difference between the middle class and the lower class parents with regard to the extent of their knowledge about the new program was much higher than the differences in the extent of similar knowledge between the middle and lower class students. A larger number of middle class parents appeared to be more informed than the lower class parents. No significant difference was found between the middle class students and the lower class students with regard to the extent of their knowledge. It was also found that lower class students were more knowledgeable about the program than were the lower class parents.

In general, the results suggested that the differences between groups was reduced when the questions concerned more specific knowledge about the new program. The findings which were obtained with regard to the sources from which each group had received their infor-



mation support the above conclusion. The findings for this part of the study suggested that the majority of the middle class parents had received their information from radio and through newspapers; whereas, the main source of information for the lower class parents was their neighbors and the school teachers. This finding indicates that since the lower class parents did not have reliable and well-informed sources, they had good reason to be less knowledgeable than other groups.

Since the radio and the newspapers provided only a general view of the educational and guidance program, and since these sources were the major sources of information for the middle class parents, the information they have had has been very general and not sufficient.

The results suggested that three major sources of information for the middle class students were their school principals, other students like themselves, and their school teachers. Although 15 per cent of the middle class students received their information from the radio and 20 per cent of the middle class students received their information from the newspapers, it can be concluded that the majority of them do not listen to the news or read the papers. However, having had somewhat more well-informed sources such as school teachers and principals, the middle class students were more knowledgeable than were the other groups. Nevertheless, according to the results of this study, they had only a general knowledge of the program and they were not well-informed. This finding suggests that even through the school these students did not receive a careful and a thorough explanation of the educational programs.

It was found that the major source of information for the lower class students was their fellow students. School principals and teachers were their second and third major sources of information. Compared to the middle class students, fewer lower class students received their



information about the educational and guidance programs from the radio or the newspapers.

The above results and findings with regard to the parents' and students' judgments about their own information support the major premises of this study, which suggested that lack of communication between educational authorities and community members causes confusion and misunderstanding of the program on the part of the parents and students. It also suggested that there had been a lack of communication between students and parents.

According to the results presented in the previous chapter, the expectations of the lower and middle class parents and students differed significantly from each other with regard to the kind of counseling desired. It was found that the majority of the majority of the middle class parents and students expected that guidance counselors would provide only educational counseling; whereas, the majority of the lower class parents and students expected all kinds of counseling such as educational, vocational, personal and psychological. This finding and the findings concerning the preferred sources of receiving guidance suggest that since those lower class parents who sought help with regard to their children's education obtained it from school principals and teachers, these people were the only source for them to consult. For the middle class students, older brothers and sisters, parents, school teachers and professional friends were preferred sources of obtaining guidance. For the lower class students, parents were not the major source of guidance as they were for the middle class students, but older brothers and sisters and school teachers were the major sources of guidance for the lower class students. Therefore, it can be concluded that the lower class parents and students, being aware that they do not have access to

many sources out of school, prefer to receive guidance from guidance counselors; whereas, middle class parents and students having access to other, more qualified sources, would rather limit the guidance counselors' role to educational counseling.

The results of the study also showed that the majority of the parents and students from both the middle and the lower classes expected the guidance counselors to provide counseling only for those students who requested help rather than for all students. This finding and the above findings about the students' and parents' expectations of the guidance counselors' role suggest that although parents and students from both middle and lower classes expect the guidance counselors to provide counseling only for those who request it, they have different reasons for that expectation. The findings also suggest that a majority of the middle and lower class parents and students expect the guidance counselor to function as a helping figure and as a source of information rather than as a decision maker. However, the majority of the four groups suggested that the parents and students would accept the guidance counselors' suggestions if they could be sure that the counselors were interested in the students' welfare rather than in the welfare of the school or of others. A majority of the middle class parents and students expected the guidance counselors to be qualified and fair as well as to be interested in the students' welfare.

It was found that a majority of the middle class students and parents and a majority of the lower class students were concerned about the qualifications of the guidance counselors and teachers. The lower class parents and students as well as the middle class students considered the lack of facilities to be a weakness of the program.

In general, the conclusions based on these findings suggest that the

majority of parents and students, not having sufficient information about the new guidance program, were confused and felt threatened. Not having any communication with educational authorities, and also not being involved in educational affairs, the majority of the parents and students had to gain information about the program from uninformed and unreliable sources. School principals and teachers, being considered by parents and students as sources of information, had not done an effective job in explaining the purposes and procedures of the guidance program.

Lower class parents and students, not having access to other sources to refer to for guidance, expected more from the guidance counselor than did the middle class parents and students who had access to other qualified sources.

Although there were some differences between parents and students of both the middle and the lower class, they showed similarity in their expectations of the guidance counselor's role.

The middle class parents and students were concerned about sustaining their freedom of choice with regard to the field of study for the students. The guidance counselors were expected to help students and teachers, not to make decisions.

For the majority of parents and students, the qualifications, the fairness and the interest of guidance counselors in students' welfare were the basic characteristics to look for.

The lack of qualified guidance counselors and teachers and the lack of facilities and equipment were considered to be major weaknesses of the guidance program.

Families, friends and school teachers play an important role in guiding the young people's educational decisions.

#### RECOMMENDATIONS

In addition to the data collected by the questionnaire, and by studying several descriptive pamphlets about the new educational and guidance program (which were provided by offices of Educational Planning, Ministry of Education), the investigator arranged interviews with ten school principals, educational authorities and administrators. These interviews and also the investigator's personal visit to seven summer schools were very helpful in understanding the problems and weaknesses of the new program. Therefore, the problems and weaknesses which will be mentioned in this chapter and also the recommendations which will be given are based on the findings of the questionnaire and other mentioned inquiries.

It was found that one of the main problems of the new program was training a sufficient number of qualified guidance counselors and teachers. As mentioned by a few of the educational authorities who are responsible for the development and planning of the new guidance program for the counselors and teachers, the training was based more on theory than practice. Lack of budget, lack of facilities, lack of books and other references in their own language available to students, teachers, and counselors, lack of qualified instructors to train and teach prospective counselors and teachers were among the main problems of the counselor and teacher training programs.

The insufficient number of guidance counselors and teachers makes

the ratio of counselor-counselee so high (the ratio is 1 to 1,500) that even group guidance cannot be done effectively.

Lack of valid standardized tests and lack of qualified people to administer and interpret tests make the test results invalid and meaningless.

It was also found that the students' cumulative records were incomplete, that most of them only included elementary school grades. According to those school principals who were interviewed, parents were not only not willing to cooperate with the school in completing the records, but they were also holding back information.

Parents' and students' answers to the questionnaires also revealed the same kinds of weaknesses mentioned above. It was suggested by the parents and students who responded to the questionnaire that: (1) teachers' and counselors' training programs be improved, (2) better equipment and facilities be provided, (3) careful evaluation methods and procedures be developed, and (4) a cooperative relationship between schools and community be developed.

In addition to the above suggestions for improvement of the program, the following recommendations are suggested by the study: (1) that educational authorities and administrators develop adequate methods of communication between their staffs and community members, (2) that parents and students be given opportunities to participate actively in reaching educational goals, (3) that a clear description of the program, its purposes, and the procedures used to implement the program be made available to the public.

Some possible ways for implementing these recommendations are as follows: (1) Having special programs on radio and television with

regard to educational plans and programs, in order to provide careful explanations of the programs and also to provide opportunities for parents and students to participate in those programs and express their concerns as well as finding out answers to their questions.

(2) Utilizing established public meetings as a means of communication of the educational goals and programs; (places such as mosques, public halls, parks could be among those places to provide information for the public). (3) Organizing programs in which educational programs and changes be explained to parents and students through schools at least once or twice a year. (4) Making available to the public educational pamphlets and explaining educational plans, its purposes, and the methods used in implementing these plans.

It is hoped that the present study serve as a useful tool for the discovery of additional information about community attitudes, reactions, and expectations toward the educational programs which will enable the educators to comprehend community needs and problems better and perhaps to develop effective mutual communication between them and other community members.

It is highly desired that this study provide a basis for more comprehensive studies connected with the present project. These comprehensive studies should include school administrators, school teachers and guidance counselors. It appears to be of great importance to conduct surveys about guidance programs in operation.

Instructions: The following educational program in Iran, according to your knowledge of the program.

1. Under the new system of education, the curriculum has been revised. Instead of the old system of primary and secondary education, the new system is divided into three periods: a five-year primary period, a three-year guidance period, and a four-year secondary period.

( ) Yes ( ) No

2. According to the new plan, the curriculum of elementary school diplomas by the Ministry of Education is revised.

( ) Yes ( ) No

3. The three-year period which is added between the primary and four-year secondary period is intended to develop the talents and capacities of the students according to their classification.

( ) Yes ( ) No

4. The major goal of the guidance period is to help the students to increase their self-awareness and help them choose the appropriate career.

( ) Yes ( ) No

APPENDIX

## Questionnaire

### Part I

Instructions: The following statements describe the new educational program in Iran. Please check each question according to your knowledge of the various parts of the program.

1. Under the new system of education, the school cycle has been revised. Instead of two six-year periods of primary and secondary education, the cycle will be divided into three periods: a five-year primary period, a three-year guidance period, and a four-year secondary period.

( ) Yes

( ) No

2. According to the new plan, students will receive their elementary school diplomas by the end of the fifth grade.

( ) Yes

( ) No

3. The three-year period which has been established as an intermediate period between the five-year primary and four-year secondary period, is in fact a stage when the talents and capacities of students are identified for classification.

( ) Yes

( ) No

4. The major goal of the guidance program is to help the students to increase their general knowledge and to help them choose the appropriate field of study.

( ) Yes

( ) No



5. The curriculum of the three-year guidance period will include technical and vocational courses in addition to the theoretical courses which have until now been taught in the first three years of secondary school.

( ) Yes

( ) No

6. It is planned that the office of education in each province will give a final examination to all the students by the end of the three-year guidance period.

( ) Yes

( ) No

7. Although there is an insufficient number of counsellors to serve in every school, each district will receive the number proportionate to that district's schools.

( ) Yes

( ) No

8. During the three-year guidance period, students will receive group counseling, but individual counseling may be obtained upon request of the principal, teacher, or parents of the student.

( ) Yes

( ) No

9. During the three-year guidance period, group tests of intelligence, achievement, and interest will be administered to all students by guidance counsellors.

( ) Yes

( ) No

10. A cumulative record for each student will be kept, containing physical and developmental records, family background, elementary school records, teachers' observations, and test results, including the final guidance examinations..

11. Each student will be counselled to select academic, technical, or vocational fields on the basis of their performance during the three-year guidance period, test results, teachers' observations, elementary records, and the final examination.

( ) Yes

( ) No

12. Those students who prefer fields other than those into which they have been counselled, must take an examination in the field of their interest. The final decision is to be based upon the results of the examination.

( ) Yes

( ) No

### Part II

Instructions: The following statements indicate tasks to be performed by counsellors. Please answer each question by checking one of the three words provided below the question. There are no right or wrong answers to this part.

13. The guidance counsellor is supposed to provide educational, vocational, and personal counselling.

( ) Agree

( ) Disagree

( ) Uncertain

14. The guidance counsellor is supposed to provide educational counselling only.

( ) Agree

( ) Disagree

( ) Uncertain

15. The guidance counsellor is supposed to provide educational and vocational counselling.

( ) Agree

( ) Disagree

( ) Uncertain

16. The guidance counsellor is supposed to provide counselling services to all students.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

17. The guidance counsellor is supposed to provide counselling services only to students who request help with personal or educational problems.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

18. The guidance counsellor is supposed to provide psychological counselling.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

19. The guidance counsellor is supposed to help students select their field of study.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

20. The guidance counsellor is supposed to administer group tests in order to provide information about the abilities, interests, and achievements of the students.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

21. The guidance counsellor should respect the decisions of the students and their parents regarding educational and vocational choices.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

22. The guidance counsellor should determine the field of study for each student according to information obtained from cumulative records.

☐ Agree                      ☐ Disagree                      ☐ Uncertain

23. The guidance counsellor is supposed to observe students both in and out of the classroom, and help teachers to understand the students' needs, abilities, and behavior patterns.

( ) Agree ( ) Disagree ( ) Uncertain

24. The guidance counsellor should provide educational and vocational information only to students, and let the students select their own course of study.

( ) Agree ( ) Disagree ( ) Uncertain

### Part III

Instructions: Please complete the following statements as you prefer.

25. In my point of view, the major weaknesses of the new guidance program are \_\_\_\_\_

26. I obtained most of my information about the new guidance program from the following sources \_\_\_\_\_

27. In order to improve the new program, it is necessary to \_\_\_\_\_

28. I will accept a guidance counsellor's suggestion if \_\_\_\_\_

29. The information I have about the new guidance program is \_\_\_\_\_

30. At the present time, I believe some preferable sources of obtaining guidance are \_\_\_\_\_

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